

CHAPTER 9 - COURSES OF STUDY, TEXTBOOKS, SUPPLIES

ARTICLE 1 - COURSES OF STUDY

21-9-101. Educational programs for schools; standards; core of knowledge and skills; special needs programs; class size requirements; cocurricular activities.

(a) The board of trustees of each school district within the state shall cause the schools under its jurisdiction to provide an educational program in accordance with uniform standards defined under this section and rules and regulations promulgated by the state board of education pursuant to W.S. 21-2-304(a).

(b) Each school district within the state shall provide educational programs sufficient to meet uniform student content and performance standards at the level established by the state board of education in the following areas of knowledge and skills:

(i) Common core of knowledge:

- (A) Reading/language arts;
- (B) Social studies;
- (C) Mathematics;
- (D) Science;
- (E) Fine arts and performing arts;
- (F) Physical education;
- (G) Health and safety;
- (H) Humanities;
- (J) Career/vocational education;
- (K) Foreign cultures and languages;
- (M) Applied technology;
- (N) Government and civics including state and federal constitutions pursuant to W.S. 21-9-102.

(ii) For grades one (1) through eight (8), reading, writing and mathematics shall be emphasized under the common core of knowledge specified under paragraph (b) (i) of this section;

(iii) Common core of skills:

- (A) Problem solving;
- (B) Interpersonal communications;
- (C) Keyboarding and computer applications;
- (D) Critical thinking;
- (E) Creativity;
- (F) Life skills, including personal financial management skills.

(c) In addition to subsection (b) of this section, each school district within this state shall provide programs designed for the special needs of those student populations specified within this subsection. Programs under this subsection shall be provided and shall identify special student populations in accordance with rules and regulations of the state board of education. The state board shall monitor the proportion of students in each special needs category, compared to available regional averages. Special needs student populations include:

- (i) Children with disabilities evaluated in accordance with rules and regulations of the state board as having mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, specific learning disabilities, deafness and blindness or other multiple disabilities, and who, because of the impairments, need special education and related services; and
- (ii) Gifted and talented students identified by professionals and other qualified individuals as having outstanding abilities, who are capable of high performance and whose abilities, talents and potential require

qualitatively differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

(d) In addition to subsections (b) and (c) of this section, each school district within this state shall endeavor to maintain when practicable, in kindergarten through grade three (3) within the district, an average class size of no more than twenty (20) students per teacher, excluding children with disabilities who spend more than fifty percent (50%) of their time outside of regular classroom instruction.

(e) Nothing in this section shall be construed to prohibit school districts from establishing cocurricular activity programs which have as their purpose to provide educational experiences not otherwise provided by the local district. The legislature specifically encourages school districts to establish programs of this type.

(f) It is the intent of the legislature that the funding mechanism established by law for schools encourage school districts to achieve the goal of reduced class sizes.

(g) Not later than the 2002-2003 school year, all school districts shall provide instruction in foreign languages to students in kindergarten through grade 2 in accordance with standards promulgated by the state board.

Wyoming Department of Education

Chapter 31. Graduation Requirements

Section 1. Authority.

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002) [W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. Applicability.

(a) These rules and regulations pertain to the requirements for graduation from any public high school within any school district of this state. It is the intention of the state board of education to prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b) and to establish requirements for earning a high school diploma with which public schools (K-12) must comply.

Section 3. Promulgation, Amendment, or Repeal of Rules.

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115)

Section 4. Definitions.

(a) Advanced Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a) (iii) and W.S. 21-9-101 (b) (iii)]

(b) Body of Evidence. A collection of evidence which reflects a student's performance relative to the uniform student content and performance standards. [W.S. 21-2-304 (a)(iv)]

(c) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(d) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(e) Compensatory Approach. A compensatory approach for combining information allows higher scores on some measures (or standards) to offset (i.e., compensate for) lower scores on other measures. The most common example of the compensatory approach is the simple average. Within a single common core content area, students can use higher performance on a particular standard, for example, to offset lesser performance on another standard and still be considered proficient in that content area (e.g., mathematics).

(f) Conjunctive Approach. A conjunctive approach requires that scores on all measures used must be above the criterion point (cutscore) for the student to have met the overall standard. Students must be above the cutscore in all common core content areas to meet the graduation requirement.

(g) Content and Performance Standards. Standards which include the K-12 content standards, benchmark standards at grades 4, 8, and 11 for science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, and benchmark standards at grades kindergarten through grade 8 and grade 11 for language arts and mathematics, and the performance standards level descriptors established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)]

(h) Proficient Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii) and W.S. 21-9-101 (b)(iii)]

(i) School Years of English/Mathematics/Science/and Social Studies. With reference to Chapter 31, "school years" is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil-teacher contact days in the district calendar as approved by the State Board of Education. This instructional time is usually between 125 and 150 hours in a calendar school year.

(j) Standards for Graduation. The K-12 content standards contained in the uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. They define what students are expected to know and be able to do by the time they graduate. [W.S. 21-2-304 (a)(iii)].

Section 5. **Wyoming Statutes.**

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. Wyoming State Board of Education Policies and Regulations.

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. Common Core of Knowledge and Common Core of Skills.

(a) All public school students shall be proficient in the uniform student content and performance standards at the level set by the state board of education in the following areas of knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8) (W.S. 21-9-101):

Common core of knowledge:

Reading/Language Arts;

Social Studies;

Mathematics;

Science;

Fine Arts and Performing Arts;

Physical Education;

Health and safety;

Humanities;

Career/vocational education;

Foreign cultures and languages;

Applied technology;

Government and civics including state and federal constitutions pursuant to W.S. 21-9-102.

Common core of skills:

Problem solving;

Interpersonal communications;

Keyboarding and computer applications;
Critical thinking;
Creativity;
Life skills, including personal financial management skills.

Section 8. Uniform Student Content and Performance Standards.

(a) Uniform student content and performance standards, including standards for graduation, are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:

- (i) Wyoming Language Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, and amended on July 7, 2003;
- (ii) Wyoming Mathematics Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, and amended on July 7, 2003;
- (iii) Wyoming Science Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, and amended on July 7, 2003;
- (iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, and amended on July 7, 2003;
- (v) Wyoming Health Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, and amended on July 7, 2003;
- (vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, and amended on July 7, 2003;
- (vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, and amended on July 7, 2003;
- (viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, and amended on July 7, 2003;
- (ix) Wyoming Fine and Performing Arts Content and Performance

Standards as approved by the Wyoming State Board of Education on June 6, 2001, and amended on July 7, 2003.

(b) The above-referenced content and performance standards are available at the Wyoming Department of Education website at www.k12.wy.us, or are available at cost from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming, 82002.

(c) The above-referenced content and performance standards dated July 7, 2003, are the most current editions.

Section 9. High School Diploma.

(a) Requirements for earning a high school diploma from any high school within any school district of this state shall include:

The successful completion of the following components in grades nine (9) through twelve (12), as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:

- (i) Four (4) school years of English;
- (ii) Three (3) school years of mathematics;
- (iii) Three (3) school years of science;
- (iv) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions. [W.S. 21-2-304 (a)(iii)]

(b) Satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. (W.S. 21-9-102)

(c) Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under Section 8 of this chapter. [W.S. 21-2-304(a)(iii) and (iv)] A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:

(i) Advanced endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills and proficient performance in the remaining areas of the specified common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(ii) Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(iii) General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

Section 10. Body of Evidence.

(a) Determination of proficient performance shall be demonstrated through a body of evidence identified by the district and approved by the district board of trustees. [W.S. 21-2-304 (a)(iii) and (iv)]. The body of evidence shall meet the following requirements:

The body of evidence assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform student content and performance standards as specified in Section 8 of this chapter. The body of evidence assessment system shall be designed and evaluated according to the following criteria: alignment, consistency, fairness, standard-setting, and comparability.

(i) The alignment criterion shall be met if the combination of assessments that comprise the system are aligned with district content and performance standards so that the full set of standards, both in terms of content and cognitive complexity are assessed. Multiple assessment measures and formats shall be employed in the system to maximize the alignment between standards and assessments.

(ii) The decision regarding whether or not a student has met the graduation requirements for a given content area must demonstrate a high degree of consistency such that the rates of classifying students into performance categories incorrectly are minimal. The focus of this evaluation should be concentrated on the system and should examine, for example, how different judges would evaluate the same set of data about a group of potential graduates. In order to satisfy this criterion, the district should also document that the results of the assessments are not overly influenced by error due to raters or the specific tasks/items used comprising the assessments. Individual assessments within the

system shall be evaluated for consistency, in terms of error due to raters, tasks, administration conditions, and occasions.

(iii) The body of evidence assessment system shall be designed, implemented, and evaluated so that it is not biased against any groups of students. Appropriate accommodations shall be employed so students with disabilities and Limited English Proficient students have as fair a chance as possible to demonstrate what they know. Multiple assessment opportunities and formats shall be used to maximize fairness. The results of the assessments comprising the system and the results of the system itself shall be disaggregated to examine both the fairness of the assessment system and opportunities for all students to learn the standards.

(iv) The method for establishing cutscores between various performance levels on the district's body of evidence assessment system should be based on a research-based methodology and the district shall indicate a clear rationale for choosing their particular method. The method selected shall incorporate clear descriptions of the performance levels and should not be based on arbitrary performance distinctions (e.g., traditional percentages).

(v) The assessments comprising the system shall be comparable across schools and classrooms within the same school district both within a given year and across years.

(b) At a minimum, districts shall use a compensatory approach for combining assessment information at the benchmark and standard level when determining whether students have met the performance requirements for each common core content area.

(c) Districts shall use a conjunctive approach for combining assessment information across common core of knowledge and skills content areas to determine whether students have met the graduation requirements.

(d) A committee of peers shall review each district's body of evidence assessment system. The committee of peers shall recommend to the Superintendent of Public Instruction the district's status regarding its body of evidence assessment system. The committee of peers shall be comprised of Wyoming educators who have successfully completed peer review training conducted by the Wyoming Department of Education. The district shall submit evidence to the committee of peers in accordance with the peer review guidance provided by the Wyoming Department of Education based upon the evaluation criteria identified in Section 10 (a). This evidence shall include the following components: district assessment plans; evidence of alignment among standards, curriculum, and assessments; sample assessments; evidence of consistency, documentation of the standard setting methods, evidence supporting the fairness of the assessment system, documentation supporting the comparability of the assessment system across schools and years, and other documentation that the

district chooses to submit to support the technical quality of the body of evidence assessment system.

(e) All Wyoming school districts with a high school shall submit their body of evidence assessment system documentation, as described in Section 10(d) of this chapter to the Wyoming Department of Education according to the following schedule:

(i) Districts shall submit body of evidence documentation by January 1, 2002, for a formative evaluation by the peer review teams and the Wyoming Department of Education. Written feedback regarding the quality of each district's body of evidence assessment system shall be provided, by June 15, 2002, to the district superintendent and board of trustees chairman.

(ii) Districts shall submit body of evidence documentation by January 1, 2003, for evaluation by the peer review teams and the Wyoming Department of Education. The State Board of Education, at the June 2003 meeting, shall incorporate the results of this review into each district's accreditation evaluation.

(iii) For the 2003-2004 school year and all following years, districts shall submit yearly updates to their body of evidence documentation to the Wyoming Department of Education. For the 2004-2005 school year and all following years, this documentation shall include the student performance results relative to the district's body of evidence assessment system including disaggregation of passing rates.

(f) The body of evidence for special needs students shall include accommodations in accordance with their individualized educational programs or 504 plans, and the policies as described in the *Policies for the Participation of All Students in District and Statewide Assessment and Accountability Systems*, which is available from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.

Section 11. Effective Date for Graduation Requirements.

(a) Beginning with the graduating class of 2003, each student who successfully completes the requirements set forth in Section 9(a) of this chapter will be eligible for a high school diploma. (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.) Thereafter, each student who demonstrates proficient performance on the uniform student content and performance standards for the common core of knowledge and skills listed in Section 8 of this chapter as demonstrated by a body of evidence as set forth in Section 10 of this chapter and who also completes the requirements set forth in Section 9 of this chapter will be eligible for a high school diploma in accordance with the following timeline: (W.S. 21-2-304(a)(iii) and (iv)

and W.S. 21-9-102.)

(b.) Students graduating in 2006 and thereafter shall demonstrate proficient performance on the uniform student content and performance standards for language arts, mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts as set forth in Section 9(c) of this chapter.

21-13-309. Determination of amount to be included in foundation program for each district.

- (a) Repealed By Laws 1997 Special Session, ch. 3, § 304.
- (b) Repealed By Laws 1997 Special Session, ch. 3, § 304.
- (c) Repealed By Laws 1997 Special Session, ch. 3, § 304.
- (d) Repealed By Laws 1997 Special Session, ch. 3, § 304.
- (e) Repealed By Laws 1997 Special Session, ch. 3, § 304.
- (f) Repealed By Laws 1997 Special Session, ch. 3, § 304.
- (g) Repealed by Laws 1993, ch. 168, § 2.
- (h) Repealed by Laws 1993, ch. 168, § 2.
- (j) Repealed by Laws 1993, ch. 168, § 2.
- (k) Repealed By Laws 1997 Special Session, ch. 3, § 304.

(m) In determining the amount to be included in the foundation program for each district, the state superintendent shall:

- (i) Repealed By Laws 2006, Chapter 37, § 2.
- (ii) Repealed By Laws 2006, Chapter 37, § 2.
- (iii) Repealed By Laws 2006, Chapter 37, § 2.
- (iv) Based upon reports from each district on schools operating within that district for the current school year and on grade configurations contained within each reported school during that school year, compute the average daily membership (ADM) for each reported school and each grade within each reported school in accordance with identified grade configurations subject to the following:
 - (A) The average daily membership (ADM) for each reported school shall be computed based upon the average of the school's ADM counts completed at the end of the three (3) immediately preceding school years or the school's ADM for the previous school year, whichever is greater;

(B) For school year 2006-2007, the configuration of grades for each school shall be based upon the ADM reported for each grade in which students were enrolled for the 2005-2006 school year;

(C) After the 2006-2007 school year, and excluding charter schools established under W.S. 21-3-301 through 21-3-314, any modification to the configuration of grades in which students are enrolled during any school year such that the configuration differs from that in which students were enrolled during the 2005-2006 school year shall be documented by the district within reports submitted under this subsection and shall require approval by the state superintendent. Approval by the state superintendent under this subparagraph shall be based upon appropriate delivery of the required educational program, the cost effectiveness of the modified grade configuration for the delivery of adequate educational services to students and any extraordinary circumstances related to the safe and efficient delivery of the education program to students. This subparagraph relates only to the configuration of schools for application to the education resource block grant model and not to the authority of a district to configure grade levels at each of its schools.

(v) Based upon ADM computations and identified school configurations within each district pursuant to paragraph (iv) of this subsection, compute the foundation program amount for each district as prescribed by the education resource block grant model adopted by the Wyoming legislature as defined under W.S. 21-13-103(a)(xiv), as contained within the spreadsheets and accompanying reports referenced under W.S. 21-13-103(a)(xvii) and (xviii) and on file with the secretary of state pursuant to W.S. 21-13-103(c). The following criteria shall be used by the state superintendent in the administration of the education resource block grant model:

(A) At-risk students, for purposes of model computations, shall include students within a school who are eligible for participation in the free and reduced price lunch program under the national school lunch program established by 42 U.S.C. 1751 et seq., who are identified as limited English proficiency in accordance with rules and regulations of the department of education or who are mobile students as defined by department rule and regulation and enrolled in grades six (6) through twelve (12) for the applicable school year. A student shall be counted only once for purposes of computing school at-risk student populations even though that student may

simultaneously be eligible to participate in the free and reduced price lunch program, in programs serving students with limited English proficiency or is defined as a mobile student;

(B) Alternative schools qualifying for separate consideration under the education resource block grant model may be established by a school district for offering educational programs to students with educational needs which the district finds are not appropriately met by other schools in the district, excluding charter schools established under W.S. 21-3-301 through 21-3-314. Alternative schools included within a district's configuration of schools identified under paragraph (iv) of this subsection shall for purposes of the education resource block grant model be subject to subdivision (III) of this subparagraph and meet either subdivision (I) or (II) of this subparagraph:

(I) Be approved as an alternative school by the department of education prior to July 1, 2006;

(II) After July 1, 2006, through teachers and accompanying staff within the alternative school facility, provide a program in an alternative learning environment that complies with criteria established by rule and regulation of the department, provide the required statewide educational program prescribed under W.S. 21-9-101 and 21-9-102 and secure state board accreditation under W.S. 21-2-204(a)(ii);

(III) Unless otherwise authorized by the state superintendent, be restricted to not more than one (1) alternative school within any school district.

(C) Salaries for all school and district level staffing categories, including teachers, principals and assistant principals, central office administrators, secretarial and clerical staff, operations and maintenance staff and aides and media technicians, shall be based upon average statewide salary levels calibrated for school year 2005-2006 for each staffing category including the experience, education and responsibility level as appropriate and as computed for each staffing category. The statewide average for each staffing category shall be adjusted for each district based upon the district experience, education and responsibility level relative to the statewide average for that category. District experience, education and responsibility level by appropriate staffing category shall be updated each year such that district adjustments reflect the prior school year staffing information. The district adjusted

average salary for each staffing category shall be further adjusted for regional cost differences as measured by the greater of the hedonic wage index or the Wyoming cost-of-living index computed by the division of economic analysis, department of administration and information, with a minimum of one hundred (100) index value, as prescribed by the education resource block grant model. For purposes of the education resource block grant model, the version of the Wyoming cost-of-living index used by the division shall be based upon the unrecalibrated housing cost index weights unless otherwise determined by the legislature based upon recommendation of the joint education interim committee. In addition, the version of the Wyoming cost-of-living index applied under this subparagraph for any school year shall be the average of the six (6) consecutive semi-annual index reports completed by January 1 of the immediately preceding school year;

(D) Vocational education computations within the education resource block grant model shall be based upon:

(I) The number of students enrolled in grades nine (9) through twelve (12) participating in career-vocational education programs on a full-time equivalency (FTE) basis, as computed in accordance with guidelines established by the department of education;

(II) Career-vocational education programs offered in grades nine (9) through twelve (12) consisting of a sequence of three (3) or more vocational courses in an occupational area or career cluster that provides students with the technical knowledge, skills or proficiencies necessary to obtain employment in current or emerging occupations or to pursue advanced skill training. To qualify under this subdivision, a vocational course shall be offered pursuant to W.S.

21-9-101(b)(i)(J) and aligned with state content and performance standards prescribed by the state board of education under W.S. 21-2-304(a)(iii), and except as provided under W.S.

21-2-202(a)(xxvii), shall be provided by a teacher certified by the Wyoming professional teaching standards board for the vocational subject area associated with the course;

(III) The number of full-time equivalent (FTE) vocational education teachers within the school, as computed in accordance with guidelines prescribed by the department, providing career-vocational education instruction in grades nine (9) through twelve (12) and except as provided under W.S. 21-2-202(a)(xxvii), certified by the Wyoming professional

teaching standards board to provide instruction at the high school level for vocational education courses comprising career-vocational education programs. Nothing in this subdivision shall require a district to employ teachers certified for high school vocational education instruction on a full-time basis or to require teachers to teach only high school vocational education courses on a full-time basis.

(E) Amounts computed under the education resource block grant model for each school district based upon amounts generated by each school within the district and based upon amounts generated at the district level for that district within the block grant model, shall be adjusted by adding the following amounts:

(I) An amount for district transportation of school children as provided under W.S. 21-13-320;

(II) An amount for district special education programs and services as provided under W.S. 21-13-321;

(III) An amount for any extra compensation payments to district teachers as provided under W.S. 21-13-324;

(IV) An amount for any isolation and maintenance payments by the district as provided under W.S. 21-4-401;

(V) An amount for any tuition and maintenance payments made by the district pursuant to W.S. 21-4-501(d), 21-4-504 and 21-4-505(a).

(F) Amounts provided within the model for health insurance shall be based upon:

(I) Prior year statewide average district weighted actual participation in district health insurance plans as to the proportion of employee only, split contracts, employee plus spouse or children and family coverage; and

(II) The annualized state contribution rate as of January 1 of the preceding school year, on behalf of each employee and official enrolled in the state group health insurance plan, for employee only, split contracts, employee plus spouse or children and family coverage.

(G) Amounts within the block grant model for maintenance and operations shall be based upon actual gross

square footage of school buildings and facilities subject to the following:

(I) Actual gross square footage of school buildings and facilities shall be separated into education and noneducation space categories by school and by district, including leased square footage but excluding square footage not used for delivering the required educational program and the square footage of any building or facility closed and not operational as provided under W.S. 21-15-109(c)(iv);

(II) Actual gross square footage of education space shall be the gross square footage prescribed by statewide building adequacy standards promulgated pursuant to W.S. 21-15-115. Education space capacity in excess of the following specified maximum percentages of the standard space level shall not be included in actual gross square footage computations under this subdivision:

(1) For school years 2006-2007 through 2008-2009, one hundred twenty-five percent (125%) of the standard space level;

(2) For school year 2009-2010 and each school year thereafter, one hundred fifteen percent (115%) of the standard space level.

(III) Actual square footage of noneducation space shall not exceed ten percent (10%) of total gross square footage of education space as prescribed by the statewide building adequacy standards.

(n) Repealed By Laws 2002, Chapter 76, § 3; 2006, Chapter 37, § 2.

(o) To the extent specifically provided within the school foundation program budget as enacted by the legislature, and between periods of model recalibration required under subsection (t) of this section, the amount computed for each district under subsection (m) of this section excluding those amounts specified under subparagraphs (m)(v)(E) and (F) of this section, shall be adjusted to provide for the effects of inflation. The adjustment under this subsection shall not be applied until the expiration of the school year immediately following the first school year of application of the recalibrated model, and shall be and adjusted on a cumulative basis each school year thereafter and until the first school year of application of a subsequent model

recalibration. The joint appropriations committee shall submit a recommendation to the legislature and the governor not later than November 1 of each applicable year on an external cost adjustment for purposes of this subsection.

(i) Repealed By Laws 2006, Chapter 37, § 2.

(ii) Repealed By Laws 2006, Chapter 37, § 2.

(p) Except as otherwise provided by law and following the computation and application of any adjustment under subsection (o) of this section, the amount computed for each school within each district shall be combined with the amount computed and provided on a district level for that district, as prescribed by the education resource block grant model, to determine the foundation program amount for each district.

(q) Repealed By Laws 2006, Chapter 37, § 2.

(r) Repealed By Laws 2006, Chapter 37, § 2.

(s) Repealed By Laws 2006, Chapter 37, § 2.

(t) Not less than once every five (5) years, the legislature shall provide for the recalibration of the education resource block grant model to determine if modifications are necessary to ensure it remains cost-based in light of changing conditions and modifications to law.

KEY RECOMMENDATIONS

WORKFORCE ASSESSMENT

STATE OF WYOMING

Prepared for:

State of Wyoming Department of Workforce Services
December 2006

Prepared by:

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BACKGROUND

This report contains detailed, pragmatic and comprehensive recommendations for action to remediate the challenges observed by WDG/YA in its workforce assessment prepared for the State of Wyoming. The workforce assessment was the product of a contract between the Wadley-Donovan Group (WDG) and the Wyoming Department of Workforce Services (WDWS). Younger Associates (YA) served as a project partner with WDG. The assessment provided a summary of the workforce conditions in Wyoming including skill and labor availability gaps, business analysis and a workforce assessment. Based on the overall assets and challenges observed in the assessment, this document has been created to form a foundation for future actions that can be taken by WDWS and the private sector. It contains an overview of the key assets and challenges of the state and regions and detailed recommendations based on our findings.

The workforce assessment uses data obtained through two surveys of workforce-related issues among employers and households in the state; focus groups with representative employers, educators, elected officials, and community leaders; and a review of key statistical and other secondary-source information. The employer survey gathered information from employers in each region on the availability and quality of labor in the state, the quality of the state's training resources, and future labor demand. The household survey results allowed us to quantify and profile the state's regular labor force and hidden workforce reserves. The results of the survey have not only been provided in this report but are also available through a unique online data delivery system. This web-based query system allows a user to retrieve customized survey data based on geography and type of data required. This type of centralized website is a very powerful tool and is particularly helpful when the study region is as broad as Wyoming.

Data in this report and in the online data delivery system is provided for the state and each of the six WDWS regions, which together, include all of the state's 23 counties. The counties in each of the regions are as follows:

Region	Counties
Northwestern	Big Horn, Fremont, Hot Springs, Park, Washakie
Northcentral	Johnson, Sheridan
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Southcentral	Carbon, Converse, Natrona
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The findings presented herein are those of YA/WDG only. We have examined the region from a corporate perspective and our own knowledge of labor markets across the U.S. gained from our corporate location and economic development practices.

The Wadley-Donovan Group is the nation's oldest independent management consulting firm that specializes in location consulting and economic development. Its corporate clients include many of the world's leading companies including over one-third of the Fortune 500 companies. WDG's economic development practice provides expertise to workforce and economic development agencies and utilities in sales and marketing, strategic planning, database development, overall product development, and assessment. Clients have included Eastern Idaho, Albuquerque; Tampa; Tulsa; Rochester, NY; Buffalo, NY; Boise, El Paso, Great Falls, Phoenix, Conway, AR; Asheville, NC; Conway, AR;

Richmond, VA; Tallahassee; Tunica County, MS; Collier County, FL; Charlotte County, FL; Lee County, FL; Jackson, TN; and the states of Delaware, Iowa, Kansas, Kentucky, New Jersey, Oregon, Wyoming, Wisconsin, and Maryland.

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**WORKFORCE ASSESSMENT
STATE OF WYOMING
DECEMBER 2006**

ii
The WADLEY DONOVAN GROUP

Key Recommendations

1. **Strengthen current and form new, strong, regional workforce partnerships to coordinate regional labor- and workforce-related efforts, including transfer of best practices, goal setting, networking assistance, state legislative lobbying efforts, and funding.** These partnerships would consist of employers, the Department of Workforce Services, the Wyoming Business Council, community colleges, the University of Wyoming, and other key stakeholders. Goals of the partnership would include: enhancing the use of the region's educational resources by employers for employee training and recruiting; alerting employers to the full breadth of educational resources available in the region; providing educators with information on the comprehensive training needs of area employers; identifying industry and technology skill standards; lobbying for required training programs; and generally promoting improvements in the workforce-development systems region-wide. Recommended issues for the partnership to address encompass:
 - Improve recruiting relationships between industry and educational institutions.
 - Develop a system between regional partnerships in order to better identify regional job shortages and surpluses and resulting recruitment opportunities within the state.
 - Demonstrate the need for educational institutions to better prepare students for the demands of the workplace.
 - Develop co-op, intern, or apprentice programs as a role in workforce training.
 - Identify educational service and employer needs and ways to synchronize those needs through effective training/retraining.
 - Develop better communication between area educators and employers.
 - Demonstrate the need for a dedicated outreach individual(s) from the post-secondary schools to serve as the point(s)-of-contact with area industry. The point(s)-of-contact would regularly or frequently visit or call on area employers to see where training programs can be offered or developed.
 - Demonstrate the need for high school and post-secondary training programs to pace the needs of area employers.
 - Explore the potential for a much stronger role in workforce development by the private sector through the following efforts or programs:
 - identifying best practices for encouraging/developing internal career advancement among employees
 - identifying and creating enhanced job opportunities for younger workers
 - lobbying for funding for company expansion opportunities
 - work/study
 - positive peer development
 - mentoring, shadowing programs
 - career planning
 - teaming with educators and community groups
 - monitoring the effectiveness of educational programs and workforce development efforts

- providing tests for students that evaluate their preparedness for the needs of business
 - conveyance of opportunities and skill/training requirements to young people and their parents
 - guaranteed jobs for educational performance programs
 - special scholarships for sponsored youth, apprenticeships
 - in-house training programs (job skills, life skills, career development)
2. **Develop systems to bridge the gap between underemployed and not employed residents who want to work and employers who are facing labor shortages.** The primary goal of these systems would be to connect employers with workers who are looking for new or enhanced employment opportunities even if some workers are from different regions. Special emphasis needs to be placed on connecting with unemployed workers. This pool of workers is younger and better educated than the overall population and can be a valuable resource for new and expanding employers. A number of steps can be taken, primarily by the private sector, to make these connections.
- Employers should be encouraged to promote from within when they need to fill positions.
 - Training opportunities must be provided to employees who show an interest in higher level positions for which there is a demand by employers. Employers need to communicate their workforce needs to existing employees and arrange training when there is a match.
 - Employers must create opportunities for younger workers that allow them to see future advancement possibilities within the organization. This will encourage lower turnover and stronger workforce retention in Wyoming.
 - Existing job bank databases need to be broadly publicized (i.e., Wyomingatwork.com and America's Job Bank) to employers.
3. **WDWS is urged to spearhead a program to encourage employers to evaluate and potentially modify their human resource practices.** For instance, flextime was cited as very important to workers in their decision to remain employed. Employers should identify and implement other workplace characteristics that could impact their ability to recruit and retain workers. Similarly, some residents who are not employed but interested in employment have limitations to entering the workforce such as a disability, childcare needs or a lack of transportation. Employers should consider making special arrangements that can address these limitations such as van-pooling, subsidized or on-site child care or telecommuting.
4. **Efforts need to be made to keep more recent college graduates in the state.**
5. **Considering the unique workforce development needs among the various age groups within the not-employed-but-interested, different training programs will need to be developed.**
- Younger workers under the age of 25 are just beginning their careers and may need more guidance on job and career options and training opportunities.
 - Middle-aged and older workers may have explored various opportunities and have a better understanding of what they would like to pursue.
6. **Educate employers and residents on the value of local Workforce Centers.** Less than one-half of employers utilize local Workforce Centers. These could be a good source of employees with skills needed by employers. The centers also have resources

Key Recommender	Recommendations
	<p>and information on training programs that could be advantageous to employers. It is important that the appearance and quality of service at the centers is comparable to what would be received at private employment service operations.</p> <ul style="list-style-type: none"> • The Department of Workforce Services has an excellent website – wyomingatwork.com, which provides comprehensive recruiting and workforce development information for employers and job seekers. It will be critical to educate more residents and employers on the value of the website. • A public relations campaign is needed to educate residents and employers on the role of local Workforce Centers. Prior to significant outreach to residents, it will be important to make sure that all employers, especially smaller ones, are using the Workforce Centers and the Wyomingatwork.com website as their first avenue for recruitment so that jobs are available when residents look for them. • It is important to have visual as well as written material on job duties and skills required for various occupations for job seekers to review.
	<p>7. Different training programs will need to be developed to address the unique workforce development needs among the various age groups in the not employed but interested component of the workforce.</p> <ul style="list-style-type: none"> • Younger workers under the age of 25 are just beginning their careers and may need more guidance on job and career options and training opportunities. • Middle-aged and older workers may have explored various opportunities and have a better understanding of what they would like to pursue.
	<p>8. Administer salary and wage studies to ensure that the private sector can compete with other areas from which they hope to draw workers. Wyoming earnings are below national figures and vary from region to region. Wyoming employers need to adjust salaries to remain competitive with other areas.</p>
	<p>9. A campaign to create and distribute materials that counter any negative images of Wyoming is encouraged. The quality of life in Wyoming is not seen as a particularly strong asset. Initiate national recruiting campaigns to attract workers to Wyoming job opportunities. We urge development and promotion of activities that attract young people (single and married) to Wyoming. Assistance from residential realtors and public school officials in developing a quality-of-life-focused program would be very helpful. An effective job assistance program among area employers would be helpful in placing the spouses of relocating personnel.</p>
	<p>10. Efforts are needed to build affordable housing. If workers from outside the state wish to relocate to Wyoming, they may be discouraged from doing so due to limited housing options.</p>
	<p>11. Most companies in Wyoming are small but they will have to provide more challenging opportunities in order to keep employees from moving to larger companies that can offer better opportunities and higher wages.</p>
	<p>12. Encourage entrepreneurial development. This is recommended as a means to keep the underemployed in the state and as an alternative workforce retention program to career-laddering efforts among employers.</p>
	<p>13. Consider developing an area in the state that focuses on recruitment and retention of younger and more creative workers. Evidence shows that Wyoming loses college graduates which are an important component of the workforce. A committee or</p>

Key Recommendations

planning group should be developed that explores the possibility of developing a focal point, perhaps in Cheyenne, that would be a cultural and creative talent center.

WORKFORCE ASSESSMENT

STATE OF WYOMING

(An analysis of six regions in the State of Wyoming)

Prepared for:

State of Wyoming Department of Workforce Services
December 2006

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BACKGROUND

This product provides an advanced workforce assessment of the State of Wyoming. It contains a level of detail that is far beyond the standards of the industry, and it will allow the state to give unmatched levels of assistance to trainers and educators seeking to serve industry needs and to workforce recruiters and to companies looking to locate or expand facilities in the state. It is the product of a contract between the Wadley-Donovan Group (WDG) and the Wyoming Department of Workforce Services (WDWS). Younger Associates (YA) served as a project partner with WDG. This report is one of two being submitted to WDWS. It provides a summary of the workforce conditions in Wyoming including skill and labor availability gaps, business analysis and a workforce assessment. A second report contains detailed, pragmatic, and comprehensive recommendations for action to remediate the challenges observed by WDG/YA in its assessment. Within the state, six separate regions were defined by the Wyoming Department of Workforce Services (see table below). Data and findings are presented at the state and regional level when available.

This analysis uses data obtained through two surveys of workforce-related issues among employers and households in the state, focus groups with representative employers, educators, elected officials, and community leaders; and key statistical and other secondary-source information. The employer survey gathered information from employers in each region on the availability and quality of labor, the quality of training resources, and future labor demand. The household survey results allowed us to quantify and profile the state and regional regular labor force and hidden workforce reserves. The results of the survey have not only been provided in this report but are also available through a unique online data delivery system. This web-based query system allows a user to retrieve customized survey data based on geography and type of data required. This type of centralized website is a very powerful tool and is particularly helpful when the study area is as broad as Wyoming.

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The findings presented herein are those of YA/WDG only. We have examined the region from a corporate perspective and our own knowledge of labor markets across the U.S. gained from our corporate location and economic development practices.

This authorized study required independent research to review the labor market resources of the state from the perspective of a locationally active company. For this study, WDG and YA:

- Conducted six regional meetings with representative employers, educators, trainers, and government officials;
- Surveyed a representative sample of all employers across the state in all business sectors between July and October 2006;

- WDG distributed 10,555 surveys to employers in all business sectors in Wyoming. The mailing list was developed through InfоЛUSA, a private vendor, and modified with local input. 1,788 surveys were returned with insufficient data, undeliverable or from employers who declined to participate. 1,221 surveys, however, were returned with sufficient data, for a solid 14.2% response rate. This rate of return yielded a representative sample that allowed WDG to provide observations on the condition of the state's labor market based on employer experiences. A summary of results is presented in Appendix A.
- The average number of full-time employees among responding employers was 90.7 while the median number, 5.0, was significantly smaller.

- The distribution of survey returns by industry sector is provided below. The returns closely matched the distribution of surveys mailed which allows for a representative sample.

Industry Sector	Sent	Received
Ag/Forestry/ Fishing	3.4%	2.1%
Mining	2.8%	2.6%
Construction	8.6%	7.9%
Manufacturing	3.0%	3.8%
Transportation/Public Utilities	5.0%	4.8%
Wholesale Trade	4.9%	5.0%
Retail Trade	19.3%	15.7%
Finance, Insurance & Real Estate	8.0%	8.0%
Services	39.8%	43.5%
Public Administration	5.3%	6.4%

- Surveyed in August 2006 a random stratified sample of the state's residents in the age range of 18 to 74 to gather information on employment status, skills, training needs, and income and education levels. To achieve the required response rate for statistical validity and to reach all socio-economic segments of the population, YA conducted the survey using face-to-face interviews at popular retail centers across the region. A total of 2,301 surveys were conducted, providing a ± 5% margin of error and a reliability of 95%. A summary of our survey results is provided in Appendix B.
- Prepared statistical data on key location factors for each of the six regions, Wyoming and the U.S. Research sources included, but are not limited to O*Net, U.S. Bureau of the Census, the U.S. Bureau of Labor Statistics, and the U.S. Departments of Education and Commerce. Microsoft MapPoint, OAG and other public and proprietary databases. Claritas—a provider of Claritas demographic and labor data—was used for 2006 and 2011 demographic, occupational, and related data estimates and projections. Our statistical data for the regions, state, and nation are presented in Appendix C.

Two other documents have been submitted as part of our assignment: A full presentation of our recommendations for action and a summary of findings from the employer and household surveys by region. The regional summaries of survey findings are in electronic format only.

A study of this nature can do no more than describe local conditions. The actual impact of these conditions for any given organizational activity will vary, reflecting the different characteristics and structure of each organization. The consulting team's principal findings and conclusions are recapped in the Executive Summary, followed by a presentation of findings on key labor-market factors.

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EXECUTIVE SUMMARY

This workforce assessment provides a summary of the labor market conditions in the State of Wyoming. Wyoming is a sparsely populated state in the western United States. It is bordered by Colorado to the south, Idaho to the west, Montana to the north, and South Dakota and Nebraska to the east. There are two metropolitan statistical areas (MSA): the Casper, WY MSA and the Cheyenne, WY MSA. The state has been divided into six regions by the Department of Workforce Services, and for analysis purposes, data has been provided in this report for each of the regions. These regions are displayed in Figure 1. Key labor-related statistics for the regions, the state, and the nation are summarized in Table 1.

TABLE 1
KEY LABOR-RELATED SUMMARY STATISTICS FOR THE STATE AND REGIONS

	Southeastern Region	Northwestern Region	Northeastern Region	Southcentral Region	Northcentral Region	Western Region	Wyoming	U.S.
Population 2006	141,245	87,391	50,166	97,971	35,185	100,358	512,316	298,021,266
Projected change (5-Yr)	2.7%	1.7%	6.3%	3.6%	3.8%	4.2%	3.4%	4.8%
Median Age	36.1	41.4	36.8	39.0	43.1	37.0	38.2	36.4
No HS diploma	10.8%	14.5%	12.4%	12.8%	11.3%	11.3%	12.1%	19.4%
12 to 15 years of education	62.8%	65.2%	71.8%	68.4%	66.6%	65.4%	65.9%	56.0%
Median household income	\$43,645	\$39,650	\$54,370	\$44,333	\$41,949	\$55,120	\$45,724	\$48,775
Households earning < \$35K	40.4%	44.1%	30.4%	39.2%	42.2%	29.3%	37.9%	35.6%
Workforce, 2005	73,628	45,281	30,270	54,884	19,354	61,122	284,538	149,320,000
% Unemployed, 2005	3.8%	4.3%	2.8%	3.5%	3.6%	3.1%	3.6%	5.1%
Workforce Participation, 2006	65.4%	64.0%	72.7%	67.6%	65.3%	71.2%	67.4%	64.0%
Proj. Wrkg Age Pop Growth (5-Yr) (18-34)	0.0%	11.4%	10.4%	7.0%	9.8%	6.3%	5.8%	2.6%

Wyoming has several unique features, some of which are assets to the state, but some of which can also pose challenges from a workforce-development perspective.

Key Assets

1. **Wyoming residents are well educated.** The percentage of residents with at least a high school diploma or equivalent in the state (87.9 %) is higher than the nation (80.6%). The state also exceeds the U.S. in the percentage of residents with a high school diploma and some post-secondary training less than a four-year degree. This asset is significant, as many office and industrial employers prefer to hire workers with some higher education up to, but not including, a four-year degree.
2. **Household incomes in Wyoming have grown significantly in recent years to where they are now equal to national norms.** The 2000 U.S. Census reported that 1999 median household income in Wyoming was \$37,892, which was well below the U.S. median of \$41,994. Data from the 2005 U.S. Census' American Community Survey (ACS), meanwhile, showed that the state's

median household income gained between 1999 and 2005, to the point where it was virtually the same as the nation's (\$46,202 vs. \$46,242).

- Much of this increase is due to a substantial growth in employee earnings (16.9% versus 8.7% nationally) between 2000 and 2004 (the latest year for which data is available), coupled with a gain in the number of dual-income households, as indicated by a significant jump in both the median family income and the labor participation rate.
- Employee earnings in Wyoming tend to be lower than national averages.** Although the state's average employee earnings and household income have gained significantly in recent years, the overall average employee earnings in Wyoming are 82.2% of the national average, providing an opportunity for companies seeking operating-cost savings through reduced labor costs. Average employee earnings versus national averages vary considerably across the business spectrum. For example, transportation/warehousing and manufacturing earnings are comparable to national averages, while administrative support, professional/scientific/technical services, information, and finance/insurance earnings trail national averages by significant margins.
- Among key professional and technical occupations reviewed, salaries are significantly lower in Wyoming than the national average. These include accountants, engineering technicians, office administration and clericals, computer programmers, and computer systems administrators. These reduced salaries offer special opportunities for employers seeking to develop professional and technical centers in the state.
- The state has a potential hidden labor supply of approximately 58,852 residents.** This hidden labor supply consists of residents not currently employed but interested in working, and recent college graduates.
 - Residents that are not employed but interested in working are young, and many have no limitations to employment. This group also has diverse skill sets, although they tend to be lower skilled.

TABLE 2
WYOMING'S HIDDEN LABOR FORCE
Source: YA Residential Survey, Summer 2006

	Northwestern Region	Northcentral Region	Northeastern Region	Southeastern Region	Southcentral Region	Western Region	Wyoming
Not employed but interested in work	10,203	4,921	3,915	12,781	11,612	10,294	53,726
Recent college graduates	459	197	-	3,641	537	292	5,126
Total Hidden Labor Supply	10,662	5,118	3,915	16,422	12,149	10,586	58,852

* Includes unemployed and those not participating in the workforce

- 5. The underemployed residents in Wyoming are a significant workforce asset.** WDG's household survey indicates that there are an estimated 62,066 underemployed residents in the state. These residents are currently employed, but have skills or training that qualifies them for a better position than they currently hold. As a whole, this group is younger and better educated than the overall working population. Many of them also have higher skill sets, including those in management, education, training and library, and transportation and material-moving. See Table 3 for a breakdown of education levels among household survey respondents, including the employed, underemployed, and not-employed-but-interested-in-working.

TABLE 3
EDUCATIONAL ATTAINMENT OF WYOMING'S HIDDEN LABOR FORCE
Source: YA Residential Survey, Summer 2006

Educational Attainment	All Respondents	Employed	Underemployed	Not Employed but Interested
Less than High School	6.0%	4.9%	1.5%	17.6%
High School Diploma Only	28.6%	28.3%	19.5%	32.8%
Some post-secondary education	41.1%	41.3%	46.9%	38.7%
Bachelors degree or higher	24.3%	25.5%	32.1%	10.9%

6. **Many employed and not-employed residents would like to enhance their job skills through training.**
7. **Wyoming's labor force is growing faster than the national average.** According to the U.S. Bureau of Labor Statistics, the labor force increased by 6.6% (or by 17,656) between 2000 and 2005 (the latest five-year period for which data is available). Comparatively, the nation's labor force grew by 4.7%.
8. **Many of the residents that have lived in Wyoming for less than five years are under 35 years of age and are well educated.** This indicates that the in-migrants to the state tend to be younger and potentially a key workforce component.
9. **Surveyed employers report a high work ethic and level of productivity among employees.** Work ethic received a median score of 5.0 and an average score of 4.0 in WDG's employer survey, the highest score ever seen by WDG on similar projects nationwide. Productivity was rated as satisfactory or better (a median score of 3.0 and an average score of 3.3), particularly compared to other sites among companies that have more than one location (a median score of 3.0 and an average score of 3.4).
10. **Approximately 22% of residents responding to the household survey are currently going to school for a degree or certificate.** Of those that are currently attending school for a degree or certificate, 67% report that they plan on staying in Wyoming once they complete their education, but the final decision may be based upon the availability of satisfactory job opportunities and wages. This is a significant factor if the state and businesses across the state are able to capitalize on these students.

Key Challenges

Wyoming's primary workforce challenge is to continue to grow the workforce through the attraction of new residents and the retention of existing residents. Wyoming has relatively few residents migrating into the state for a variety of reasons, not least of which include the limited availability and high cost of housing, a low population density (which has restricted the cultural, arts and retail opportunities in the state), and limited opportunities for job enhancement and career growth. Meanwhile, younger residents are often deciding to leave the state for other job and lifestyle opportunities after completing their educations, particularly among those earning a four-year college degree. These factors, together with high employer demand for labor, have combined to create a tight labor market for employers looking to expand or for new companies looking to move into the state. Other challenges are present as well.

Specific key challenges include the following:

1. **Earnings in Wyoming tend to be lower than national averages, and are not matched by a lower cost of living.** Although average employee earnings and household income have gained significantly in recent years, the overall average employee earnings in the state are only 82.2% of the national average.
 - Average employee earnings versus national averages vary considerably across the business spectrum. For example, transportation/warehousing and manufacturing earnings are comparable to national averages, while administrative support, professional/scientific/technical services, information, and finance/insurance earnings trail national averages by significant margins.
 - These lower employee earnings are not matched by a lower cost of living. For individuals owning their own homes, the cost of living in Wyoming is roughly 97%-98% of the national average. For renters, it is about 92%-93% of the U.S. average, depending upon the level of income.
2. **Employers report poor or no workforce availability across all occupational groups included in the WDG survey.** This is the case among all of the regions. Survey scores are among the lowest seen by WDG in similar studies across the U.S.
 - Additionally, among the 253 companies responding, employers report they lose an average of 17.5% of sales volume annually due to the job shortages in the state.
3. **There is both a match and mismatch between employers' occupational needs and interest among residents in jobs or career training in those occupations.** The difficulty employers have in recruiting employees in all occupations is compounded by a high current demand for employees to fill job openings in certain occupations, such as construction and extraction, protective services, management, food preparation and serving, and office and administrative support (the top five occupations in terms of demand). Fortunately, there is interest among many employed and not-employed residents for training in three of these high demand sectors: construction and extraction, management, and office and administrative support. There also is an existing level of experience within the workforce in these three occupations. This experience and desire for training and skills enhancement is a positive indicator that there is a potential for many of the open positions to be filled through concerted job recruiting and training programs.
 - There is a balance in the level of current demand for labor and the experience and/or desire for training in several other occupations, including manufacturing production, installation/maintenance/repair, personal care services, life/physical/social science, and agriculture.
 - There is an imbalance, however, in the levels of occupational demand among employers and the desire for training within the workforce in several lower-skilled occupational groups. In protective services, food preparation and serving, building and grounds cleaning and maintenance, and transportation and material-moving there is a greater demand among employers than there is interest in training among residents. The data shows that there is a base of experience within the workforce in

these occupations. These findings point to a desire among state residents for more advanced job opportunities than are offered by these lower-skilled jobs, with the exception of transportation and material-moving, which includes several high-skilled jobs.

- There is an additional imbalance between those occupations for which working-age state residents want training and are needed in the market place. For example, there is a high level of interest for training in healthcare practitioner and technical occupations, architecture and engineering, arts/design/entertainment/sports/media, computer and mathematical operations, and healthcare support, while job availability for these occupations is limited. Such an imbalance could lead to people being trained for positions that are not available.

- Anecdotal information points to a high demand for healthcare occupational skills, although this is not supported by the survey returns. This conflicting information needs to be further researched to ascertain the actual level and type of occupational demand in the state in this industry. It is recommended that efforts be taken to alert residents not to study for occupations in this and in other industries for which there are limited job openings.

- Table 4 presents the results of WDG's employer survey results on the number of openings by occupational group. The results are from the companies that responded to WDG's survey only, and can not be extrapolated to the entire population.

**TABLE 4
WYOMING'S HIDDEN LABOR FORCE BY OCCUPATIONAL GROUP AND DEMAND AMONG SURVEYED EMPLOYERS**
Source: YA Residential Survey, Summer 2006

Occupational Groups	Current # of Occs. In Demand by Surveyed Employers	# of Residents with Previous or Current Work Experience			Training Desired by # of Residents All Employed (inc. underemployed)
		Not Employed But Interested	Underemployed	Not Employed But Interested	
Management	147	2,865	9,290	2,994	8,438
Business and Financial Operations	41	697	1,369	0	4,376
Computer and Mathematical Operations	12	303	187	5,989	14,674
Architecture and Engineering	47	328	600	641	5,564
Life, Physical, and Social Science	10	0	955	1,381	2,938
Community and Social Services	56	1,168	908	926	3,175
Legal	12	0	562	614	1,961
Education, Training, and Library	8	2,114	4,117	926	3,549
Arts, Design, Entertainment, Sports, and Media	18	1,317	1,407	572	4,772
Healthcare Practitioners and Technical Occupations	98	1,159	2,541	2,329	8,960
Healthcare Support	9	1,035	438	2,296	5,408
Protective Service	233	1,186	1,607	2,471	3,987
Food Preparation and Serving-related	130	8,332	3,523	545	1,049

TABLE 4, CONTINUED
WYOMING'S HIDDEN LABOR FORCE BY OCCUPATIONAL GROUP AND DEMAND AMONG SURVEYED EMPLOYERS
Source: YA Residential Survey, Summer 2006

Occupational Groups	Current # of Occs. In Demand by Surveyed Employers	# of Residents with Previous or Current Work Experience			Training Desired by # of Residents
		Not Employed But Interested	Underemployed	Not Employed But Interested	
Building and Grounds Cleaning and Maintenance Operations	90	3,804	2,022	284	147
Personal Care and Service	19	1,035	963	802	3,461
Sales and Related	94	7,899	6,276	2,757	2,955
Office and Administrative Support	118	7,324	8,362	2,183	7,257
Farming, Fishing, and Forestry	7	911	250	0	1,032
Construction and Extraction	243	5,494	5,436	3,083	6,081
Installation, Maintenance, and Repair	54	1,312	3,262	1,137	4,355
Production	80	1,620	2,805	1,279	4,719
Transportation and Material-moving	85	3,824	4,623	477	3,285
Military Specific	-	0	562	0	0

4. **Wyoming has a population base that is projected to grow more slowly than the U.S.** Over the next five years (2006-2011) Claritas forecasts the state's population will grow by 3.4%, compared to 4.8% nationwide. Only one region—the Northeast region—is forecast to grow faster than the U.S. The U.S. Census, meanwhile, forecasts a gain of only 2.5% between 2005 and 2010, compared to a national gain of 4.5%.
5. **The state has an older population relative to the nation.** According to Claritas, the median age in Wyoming was 38.2 years in 2006 versus 36.4 years in the U.S., while the U.S. Census' American Community Survey (ACS) estimated the 2005 median age at 39.1 versus a national median age of 36.4 years. The state's population is also projected to get older. By 2011, the median age is projected to be 39.1 versus 37.6 nationally.
 - This higher median age may adversely affect the ability of the state to attract new operations. Some companies prefer to locate operations in areas with a median age that approximates or is below the national norm for optimum access to younger talent.
6. **Household survey results point to a higher desire by students at the University of Wyoming to leave the state after graduation than exists among students at the state's two-year schools.** The survey results from the Southeastern Region, home to the University of Wyoming, show that only 46% of students plan on staying in Wyoming after they complete their studies. This is a significantly lower percentage than seen in the other regions' survey results, which show a range of 63% to 83% of students planning on staying in Wyoming.

- Such a pattern can be expected, as many graduates of the University of Wyoming seek optimal occupational and career opportunities. An effort is needed to attract these former residents back to the state in a future point in their lives.
- 7. **Employers report that they have significant difficulty recruiting workers from outside the state.** On a scale of 1 to 5 (where 1=unable to recruit and 5=easily recruited), employers report a median score of 1.0 and an average score of 1.9 on their ability to relocate talent from outside their area. These are the lowest scores ever seen by WDG in similar studies across the country.
- 8. **Employers report that the level of basic skills seen among job applicants is satisfactory to slightly unsatisfactory.** On a scale of 1 to 5, where 1=poor and 5=excellent, the average rating for all basic skills was 2.9, while the median was 3.0. Employers also report lower computer skill levels among job applicants versus the required skills.
- 9. **Wyoming has a high labor-force-participation rate and low unemployment, and the labor-participation rate is increasing.** This situation results in a low workforce elasticity for growth.
- 10. **Unmet childcare needs are a primary reason many not-employed residents are not in the workforce.** More than one-quarter of residents report this as the reason for not working.
- 11. **Residents that are not employed but interested in employment have lower education levels than the overall population.** A higher percentage of these residents do not have a high school diploma, which may indicate a need for more emphasis by workforce development and educational agencies on GED programs.
- 12. **Average annual turnover among Wyoming employers is high.** Among responding employers, annual turnover averaged 25%. On an average day, 6% of the workforce is absent, which is moderately high.
- 13. **Overall employee earnings in Wyoming are lower than the national average, but are not matched by an equivalent lower cost of living, creating a net adverse economic impact on many employed state residents.** Overall average employee earnings are 82.2% of the national average, while the state's average cost of living is only 92.4% of the national average for renters and 98% for homeowners, according to the Economic Research Institute (assuming a household income of \$46,000). While Wyoming residents benefit from the absence of a state income tax and lower-than-average housing, utility and insurance costs, consumables, health care, and transportation costs are higher than the national average.
- 14. **There is a significant number of employees within the state that are at retirement age.** According to survey results, approximately 7%-10% of the workforce, as a minimum, is currently eligible for retirement.

Key Recommendations

A document listing our recommendations has been submitted under separate cover, outlining key workforce policy recommendations. Below is a summary of those recommendations based on the unique assets and challenges faced by Wyoming and the regions.

1. **Strengthen current and form new, strong, regional workforce partnerships to coordinate regional labor- and workforce-related efforts, including transfer of best practices, goal setting, networking assistance, state legislative lobbying efforts, and funding.** These partnerships would consist of employers, the Department of Workforce Services, the Wyoming Business Council, community colleges, the University of Wyoming, and other key stakeholders. Goals of the partnership would include:

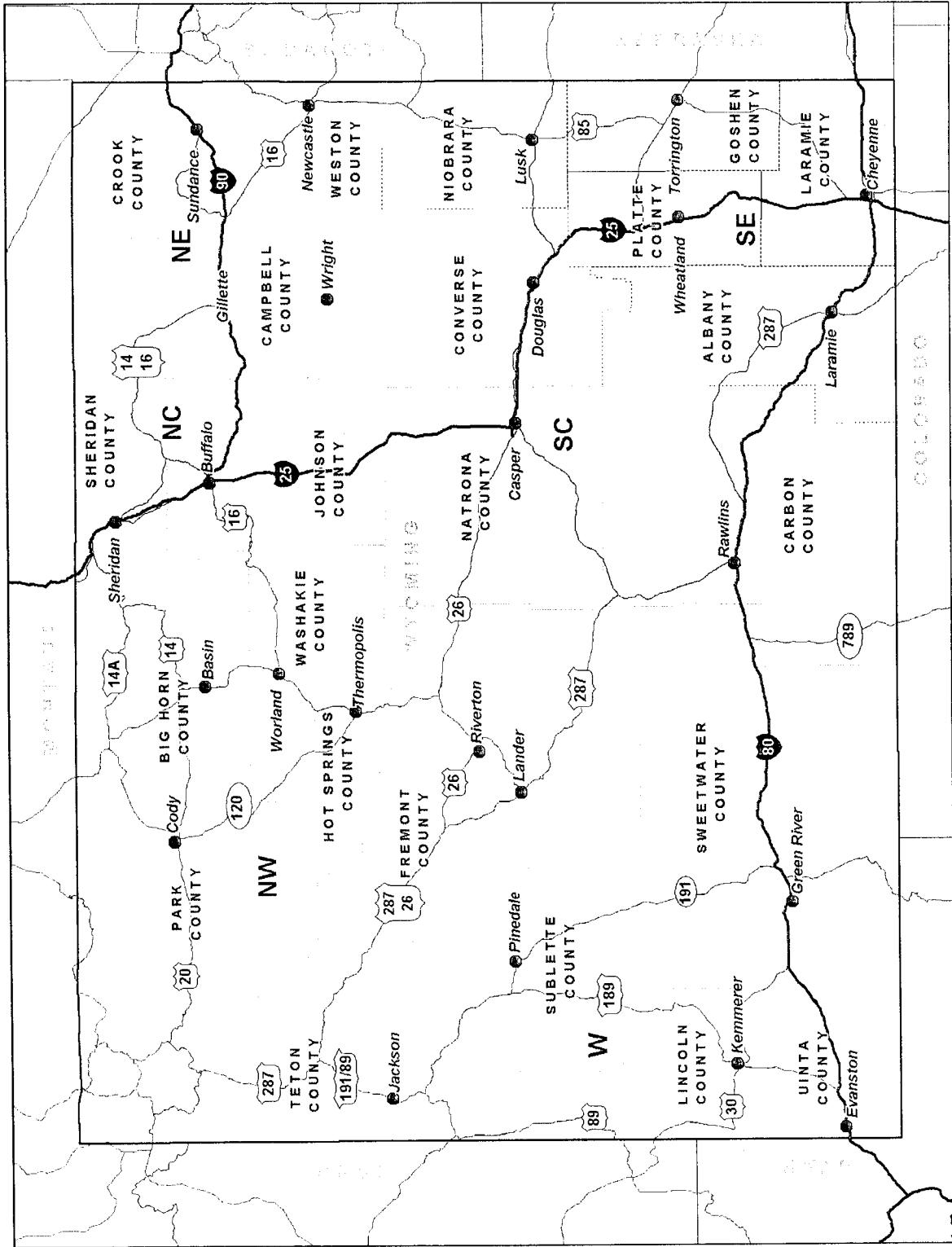
enhancing the use of the region's educational resources by employers for employee training and recruiting; alerting employers to the full breadth of educational resources available in the region; providing educators with information on the comprehensive training needs of area employers; identifying industry and technology skill standards; lobbying for required training programs; and generally promoting improvements in the workforce-development systems region-wide. Recommended issues for the partnership to address encompass:

- Improve recruiting relationships between industry and educational institutions.
- Develop a system between regional partnerships in order to better identify regional job shortages and surpluses and resulting recruitment opportunities within the state.
- Demonstrate the need for educational institutions to better prepare students for the demands of the workplace.
- Develop co-op, intern, or apprentice programs as a role in workforce training.
- Identify educational service and employer needs and ways to synchronize those needs through effective training/retraining.
- Develop better communication between area educators and employers.
- Demonstrate the need for a dedicated outreach individual(s) from the community colleges and university to serve as the point(s)-of-contact with area industry. The point(s)-of-contact would regularly or frequently visit or call on area employers to see where training programs can be offered or developed.
- Demonstrate the need for high school and post-secondary training programs to pace the needs of area employers.
- Explore the potential for a much stronger role in workforce development by the private sector through the following efforts or programs:
 - developing systems to bridge the gap between underemployed and not-employed residents who want to work and employers who are facing labor shortages
 - identifying best practices for encouraging/developing internal career advancement among employees
 - identifying and creating enhanced job opportunities for younger workers
 - lobbying for funding for company expansion opportunities
 - implementing salary and wage studies to make sure the private sector can compete with other areas that it hopes to draw workers from
 - work/study
 - positive peer development
 - mentoring, shadowing programs
 - career planning
 - teaming with educators and community groups
 - monitoring the effectiveness of educational programs and workforce development efforts
 - providing tests for students that evaluate their preparedness for the needs of business

	Executive	Primary
- conveyance of opportunities and skill/training requirements to young people and their parents		
- guaranteed jobs for educational performance programs		
- special scholarships for sponsored youth, apprenticeships		
- in-house training programs (job skills, life skills, career development)		
2. Develop systems to bridge the gap between unemployed and not employed residents who want to work and employers who are facing labor shortages. The primary goal of these systems would be to connect employers with workers who are looking for new or enhanced employment opportunities even if some workers are from different regions. Special emphasis needs to be placed on connecting with unemployed workers. This pool of workers is younger and better educated than the overall population and can be a valuable resource for new and expanding employers. A number of steps can be taken, primarily by the private sector, to make these connections.		
• Employers should be encouraged to promote from within when they need to fill positions.		
• Training opportunities must be provided to employees who show an interest in higher level positions for which there is a demand by employers. Employers need to communicate their workforce needs to existing employees and arrange training when there is a match.		
• Employers must create opportunities for younger workers that allow them to see future advancement possibilities within the organization. This will encourage lower turnover and stronger workforce retention in Wyoming.		
• Existing job bank databases need to be broadly publicized (i.e., Wyomingatwork.com and America's Job Bank) to employers.		
3. WDWS is urged to spearhead a program to encourage employers to evaluate their human resource practices. For instance, flexitime was cited as very important to workers in their decision to remain employed. Employers should identify and implement other workplace characteristics that could impact their ability to recruit and retain workers.		
4. Efforts need to be made to keep more recent college graduates in the state.		
5. Different training programs will need to be developed that considers the unique workforce development needs among the various age groups within the not-employed-but-interested,		
• Younger workers under the age of 25 are just beginning their careers and may need more guidance on job and career options and training opportunities.		
• Middle-aged and older workers may have explored various opportunities and have a better understanding of what they would like to pursue.		
6. Educate employers and residents on the value of local Workforce Centers. Less than one-half of employers utilize local Workforce Centers. These could be a good source of employees with skills needed by employers. The centers also have resources and information on training programs that could be advantageous to employers. It is important that the appearance and quality of service at the centers is comparable to what would be received at private employment service operations.		

- The Department of Workforce Services has an excellent website – wyomingatwork.com – that provides comprehensive recruiting and workforce development information for employers and job seekers. It will be critical to educate more residents and employers on the value of the website.
 - A public relations campaign is needed to educate residents and employers on the role of local Workforce Centers. Prior to significant outreach to residents, it will be important to make sure that all employers, especially smaller ones, are using the Workforce Centers and the wyomingatwork.com website as their first avenues for recruitment so that jobs are available when residents look for them.
 - It is important to have visual as well as written material on job duties and skills required for various occupations for job seekers to review.
7. **Administer salary and wage studies to ensure that the private sector can compete with other areas from which they hope to draw workers.** Wyoming earnings are below national figures and vary from region to region. Wyoming employers need to adjust salaries to remain competitive with other areas.
8. **A campaign to create and distribute materials that counter any negative images of Wyoming is encouraged.** The quality of life in Wyoming is not seen as a particularly strong asset. Initiate national recruiting campaigns to attract workers to Wyoming job opportunities. We urge development and promotion of activities that attract young people (single and married) to Wyoming. Assistance from residential realtors and public school officials in developing a quality-of-life-focused program would be very helpful. An effective job assistance program among area employers would be helpful in placing the spouses of relocating personnel.
9. **Efforts are needed to build affordable housing.** If workers from outside the state wish to relocate to Wyoming, they may be discouraged from doing so due to limited housing options. Such efforts are underway in several sectors of the state.
10. **Special emphasis needs to be placed by employers on connecting with underemployed workers regarding career development. This pool of workers is younger and better educated than the overall population; therefore, they can be a valuable resource for new and expanding employers.** The Department is urged to develop programs for employers on career development or ladderering to keep their underemployed workers.
11. **Most companies in Wyoming are small, but they will have to provide more challenging opportunities in order to keep underemployed and career-minded employees from moving to larger companies that can offer better opportunities and higher wages.**
12. **Encourage entrepreneurial development among the underemployed.** This is recommended as a means to keep the underemployed in the state and as an alternative retention program to career-laddering efforts among employers.
13. **Consider developing an area in the state that focuses on recruitment and retention of younger and more creative workers.** Evidence shows that Wyoming loses college graduates which are an important component of the workforce. A committee or planning group should be developed that explores the possibility of developing a focal point, perhaps in Cheyenne, that would be a cultural and creative talent center.

FIGURE 1
THE REGIONS WITHIN THE STATE OF WYOMING



LABOR MARKET ORIENTATION

1. **Wyoming is located in the western United States.** It is bordered by Colorado to the south, Idaho to the west, Montana to the north, and South Dakota and Nebraska to the east. Wyoming is located in the Mountain Time Zone. There are two metropolitan statistical areas (MSA) in the state, including the Casper, WY MSA and the Cheyenne, WY MSA.
 - For analysis purposes in this study, the state was divided into the WDWS six regions. These regions are displayed in the context of Wyoming in Figure 1.

2. **Primary access to the state is provided by three interstates: I-90; I-25 and I-80.** From the east, I-90 runs through South Dakota, Minnesota, and Wisconsin. In Buffalo, WY, I-90 travels north into Montana and west into Idaho and Washington. I-25 runs east from Casper to Douglas, and then south to Cheyenne and into Colorado. To the north of Casper, I-25 connects to I-90 in the City of Buffalo. Interstate 25 is the primary north/south route, which travels from Colorado into Cheyenne and north to Casper. I-25 and I-90 intersect in Buffalo. I-80 is a major east/west artery for truck traffic in the United States in the southern part of the state. It intersects with I-25 in Cheyenne, which makes this area a focal point for regional distribution.

- See Exhibit C-1 for driving distance and time from Wyoming locations to select regional and national centers.
- Scheduled commercial and passenger air service is offered through several airports across the state: direct flights are available to Denver, Salt Lake City, Dallas, Minneapolis, and Worland on a daily basis. See Table 5.

TABLE 5
DAILY DIRECT FLIGHTS OFFERED FROM WYOMING AIRPORTS

Source: OAG, Inc.

Destination City	Laramie Regional Airport	Gillette-Campbell County Airport	Cheyenne Municipal Airport	Natrona County Int'l Airport (Casper)	
	Daily Direct Flights	Flight Time	Daily Direct Flights	Flight Time	Daily Direct Flights
Denver, CO	3	43 mins.	4	1 hr, 25 mins	6
Salt Lake City, UT					38 mins
Minneapolis, MN					5
					1 hr, 10 mins
					4
					1 hr, 35 mins
					1
					2 hrs, 5 mins

TABLE 5, CONTINUED
DAILY DIRECT FLIGHTS OFFERED FROM WYOMING AIRPORTS
Source: OAG, Inc.

Destination City	Yellowstone Regional Airport		Sheridan County Airport		Jackson Hole Airport		Riverton Regional Airport		Rock Springs - Sweetwater County Airport	
	Daily Direct Flights	Flight Time	Daily Direct Flights	Flight Time	Daily Direct Flights	Flight Time	Daily Direct Flights	Flight Time	Daily Direct Flights	Flight Time
Denver, CO	2	1 hr, 30 mins	3	1 hr, 25 mins	5	1 hr, 20 mins	4	1 hr, 18 mins	3	1 hr, 5 mins
Salt Lake City, UT	3	1 hr, 25 mins			7	1 hr.				
Dallas, TX					1	2 hrs, 38 mins				
Minneapolis, MN					1	2 hrs, 16 mins				
Worland, WY							3	26 mins		

3. According to estimates provided by Claritas and the U.S. Census, Wyoming has a population base that is projected to grow more slowly than the U.S. Over the next five years, it is estimated that the state will grow by 3.4%, compared to 4.8% nationwide. Only one region—the Northeast region—is forecast to grow faster than the U.S. The U.S. Census, meanwhile, forecasts a slower gain of only 2.5% between 2005 and 2010, compared to a national gain of 4.5%. Full demographic information for the regions, state, and U.S. is provided in Exhibit C-2.

- The Northeastern region is growing faster than all of the other sub-regions and the U.S. Between the years 2006 and 2011, this region is projected by Claritas to grow by 6.3%. See Table 6. All of the other regions are forecast to grow more slowly than the U.S. average.

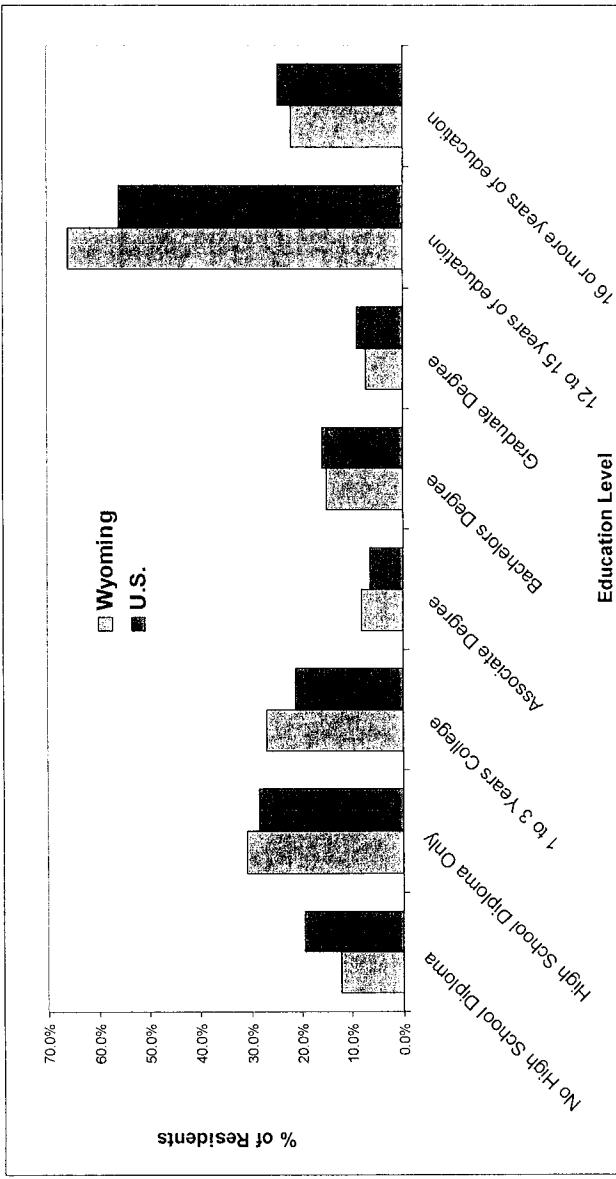
TABLE 6
POPULATION OF THE REGIONS, STATE, AND U.S.
Source: U.S. Bureau of the Census, Claritas

Area	1990 Census	2000 Census	2006	2011	% Change 1990 - 2000	% Change 2000 - 2006	% Change 2006 - 2011
Southeastern Region	126,956	137,373	141,245	145,034	8.2%	2.8%	2.7%
Northwestern Region	80,562	86,222	87,391	88,884	7.0%	1.4%	1.7%
Northeastern Region	41,182	46,229	50,166	53,304	12.3%	8.5%	6.3%
Southcentral Region	89,013	94,224	97,971	101,506	5.9%	4.0%	3.6%
Northcentral Region	29,707	33,635	35,185	36,510	13.2%	4.6%	3.8%
Western Region	86,168	96,099	100,358	104,616	11.5%	4.4%	4.2%
Wyoming	453,588	493,782	512,316	529,854	8.9%	3.8%	3.4%
U.S.	248,709,873	281,421,906	298,021,266	312,383,955	13.2%	5.9%	4.8%

4. **Wyoming residents have high educational levels.** According to 2006 estimates by Claritas, the percentage of residents with at least a high school diploma or equivalent in the state (87.9%) is higher than the nation (80.6%). See Figure 2 and Exhibit C-2. The state also exceeds the U.S. in the percentage of residents with a high school diploma and some post-secondary training less than a four-year degree. This asset is significant, as many office and industrial employers prefer to hire workers with some higher education up to, but not including, a four-year degree.
- The Southeastern region has the highest education levels, with 89.2% of the population having at least a high school diploma. The Southeastern region is also the only region where the percentage of the population with at least a bachelor's degree exceeds the national average. The Northwestern region has the lowest educational attainment in the state, with 85.5% of the population holding at least a high school diploma. See Exhibit C-2 for regional educational levels.

- These estimates are supported by the household survey, which shows that 94% of working-age state respondents have at least a high school diploma. Meanwhile, underemployed state residents are better educated, with 98.5% having at least a high school diploma or equivalent. A high percentage (32.1%) of the underemployed also hold a bachelors degree or higher. Residents that are not employed but interested in employment report lower levels, with only 82.4% having at least a high school diploma or equivalent. See the "Labor Availability" section for more residential survey results on educational levels among the employed, not-employed, and underemployed.

**FIGURE 2
EDUCATIONAL ATTAINMENT FOR WYOMING AND THE U.S. (2006)**
Source: Claritas



5. Household incomes in Wyoming have grown significantly in recent years, to where they are now equal to national norms. The 2000 U.S. Census reported that 1999, median household income in Wyoming was \$37,892, which was well below the U.S. median of \$41,994. Data from the 2005 U.S. Census' American Community Survey (ACS), meanwhile, showed that the state's median household income gained since 1999, to the point where it was virtually the same as the nation's (\$46,202 vs. \$46,242).

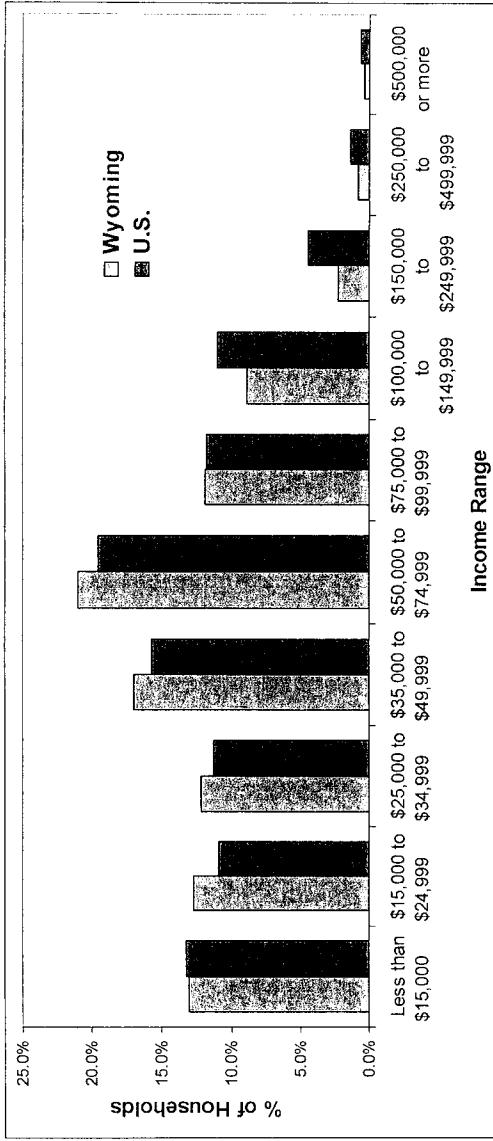
- ACS data is not available at the county level in Wyoming, except for Natrona and Laramie Counties. Because of this and other ACS data shortfalls, WDG also uses in this report data estimates and forecasts provided by Claritas, which provides a wider range of data reporting. Although Claritas data differs from that which is provided by ACS, it is useful in the analysis of county and regional characteristics.

According to Claritas, the Southeastern region has the lowest median household income (\$39,650) among all of the regions. At \$55,120, the Western region has the highest median household income among the six regions. Exhibit C-2.

- Claritas data shows that 37.9% of households statewide earn less than \$35,000 annually, compared to 35.6% nationally. Normally, WDG has found that the higher the percentage of households earning less than \$35,000, the more likely it is to have residents interested in upgrading their jobs and career advancement, working second jobs, or working as second-income earners. Exhibit C-2.

- By this measure, proportionally, the Northwestern region offers the best potential pool of residents seeking job upgrades and career advancement, as 44% of its households earn less than \$35,000 per year.
- Also by this measure, the Western region offers the smallest potential pool of such residents, as 29.3% of households earn less than \$35,000 per year.

**FIGURE 3
HOUSEHOLD INCOME DISTRIBUTION IN WYOMING AND U.S. (2006)**
Source: Claritas



6. **The state has an older population relative to the nation, and the gap is widening.** According to Claritas, the median age in Wyoming was 38.2 years in 2006, versus 36.4 years in the U.S., while the U.S. Census' American Community Survey (ACS) estimated the 2005 median age at 39.1, versus a national median age of 36.4 years. The 2000 Census, meanwhile, showed a state median age of 36.1 years and a national median age of 35.3 years. By 2011, Claritas projects the median age will be 39.1 versus 37.6 nationally.

- This high median age may adversely impact corporate location into the state, as some companies prefer to locate operations in areas with a median age that approximates or is below the national norm for optimum access to younger talent. Younger employees typically offer a higher energy level and technical awareness, learn faster, are more creative, and require lower healthcare costs and salaries than older employees.

• As a plus, projections show that the proportion of residents between the ages of 18 and 34 will increase more than the national average. Between 2006 and 2011, the state is projected to see a 5.8% increase in the population between the ages of 18 and 34. This compares to a 2.6% increase nationally. This may be due to residents moving into the area, as supported by household survey data that shows over 50% of residents who have moved into Wyoming in the last five years are between the ages of 18 and 34.

- However, the main contributors to the rise in the median age are significant gains in the 55-years-and-older cohorts (over 20%) and a decline in the 0-17-year-old and the 35-54-year-old cohorts. See Exhibit C-2.
- The Southeastern region has the youngest median age (36.1). Meanwhile, the Northcentral region has the oldest median age (43.1). See Exhibit C-2.

7. **Among residents responding to the household survey, a majority have lived in Wyoming for more than 20 years.** More than 52% of residents have lived in Wyoming for more than 20 years, while 7.3% have resided in Wyoming for less than one year. 14.5% of residents have lived in Wyoming for one to five years, and 9.6% have live in the state for six to 10 years. 16.3% have lived in Wyoming for 11 to 20 years.

• There are approximately 73,294 working-age residents that have lived in Wyoming for less than five years (21.8% of the working age population). According to household survey data, these residents tend to be younger than the population as a whole, and they are well-educated. Approximately 51% are under the age of 35. Meanwhile, 93.5% have at least a high school diploma, 66.9% have between 12 and 15 years of education, and 26.6% have a bachelor's degree or higher. See Table 7.

TABLE 7
EDUCATIONAL LEVELS OF RESIDENTS LIVING IN WYOMING FOR FIVE YEARS OR LESS
Source: YA Residential Survey, Summer 2006

Educational Attainment	% of Residents	# of Residents
8th grade or lower	0.5%	360
Some high school	6.0%	4,384
High school graduate or equivalent	25.0%	18,318
Some technical or vocational school	1.1%	827

TABLE 7, CONTINUED
EDUCATIONAL LEVELS OF RESIDENTS LIVING IN WYOMING FOR FIVE YEARS OR LESS
Source: WDG Employer Survey, Summer 2006

Educational Attainment	% of Residents	# of Residents
Some college, no degree	24.4%	17,882
Technical/occupational certificate	5.8%	4,276
Associates degree	10.6%	7,799
Bachelors degree	16.9%	12,364
Postgraduate study, but no degree	1.4%	996
Graduate degree	8.3%	6,088
Total	100%	73,294

8. **Approximately 22% of residents responding to the household survey are currently going to school for a degree or certificate.** Of those that are currently attending school for a degree or certificate, 67% report that they plan on staying in Wyoming once they complete their education. This is a significant factor, as the state is retaining most of its graduates of post-secondary programs.
 - However, the rate of retention in the state's Southeast Region—home to the University of Wyoming (UW)—is only 46%, which is significantly below all of the other regions. In the other regions, the percentage of students planning on staying in the state at the completion of their studies ranges between 63% and 83%. This data suggests that there is a significant loss of UW graduates to out-of-state locations. It further suggests that the overall high statewide retention rate is among graduates of two-year and other post-secondary institutions. (See Appendix B, page B-13.)
9. **The Wyoming economy is largely dominated by the retail trade, health care, accommodation and food service, and mining sectors.** As seen in Table 8, the state's largest employment sector is retail trade (16.0%), followed by the health care and social assistance sector (14.7%), and the accommodation and food service sector (13.3%). Employment in the mining sector (9.6%) is significantly higher than the national employment in this sector (0.4%). Also of note is that the state is lagging in manufacturing employment (5.5%) versus the nation (12.0%). See Exhibit C-3 for additional employment data by NAICS codes and Exhibit C-4 for trend data on employment by industry sector for the regions, state, and U.S.

TABLE 8
PERCENT EMPLOYMENT BY INDUSTRY FOR THE REGIONS, STATE, AND U.S. (2004)
Source: County Business Patterns

NAICS	Industry Sector	Southeastern Region	Northwestern Region	Northeastern Region	Southcentral Region	Northcentral Region	Western Region	Wyoming	U.S.
Total		100%	100%	100%	100%	100%	100%	100%	100%
11----	Forestry, fishing, hunting, and agriculture support	0.2%	0.3%	0.4%	0.1%	0.6%	0.1%	0.1%	0.2%
21----	Mining	0.3%	5.4%	27.5%	6.7%	2.5%	8.9%	9.6%	0.4%
22----	Utilities	1.4%	0.9%	1.4%	1.1%	0.6%	1.8%	1.3%	0.6%
23----	Construction	7.3%	8.5%	7.8%	9.7%	9.4%	8.7%	8.3%	5.8%
31----	Manufacturing	5.8%	6.0%	3.6%	5.8%	3.5%	6.7%	5.5%	12.0%
42----	Wholesale trade	2.5%	2.6%	5.3%	6.1%	2.3%	2.3%	3.5%	5.1%
44----	Retail trade	18.1%	17.1%	12.9%	16.0%	17.1%	15.7%	16.0%	13.3%
48----	Transportation & warehousing	4.2%	3.8%	4.3%	4.8%	3.2%	3.8%	4.1%	3.6%
51----	Information	3.2%	2.9%	1.0%	1.6%	1.8%	2.2%	2.2%	3.0%
52----	Finance & insurance	5.6%	3.7%	2.3%	4.8%	3.8%	2.7%	4.0%	5.6%
53----	Real estate & rental & leasing	1.5%	1.6%	0.8%	2.1%	2.1%	2.1%	1.7%	1.8%
54----	Professional, scientific & technical services	4.9%	4.3%	3.1%	3.7%	4.6%	3.9%	4.1%	6.6%
55----	Management of companies & enterprises	0.7%	0.3%	1.2%	0.2%	0.7%	0.5%	0.4%	2.5%
56----	Admin, support, waste mgt, remediation services	3.7%	1.9%	2.8%	5.2%	2.2%	3.8%	3.5%	7.6%
61----	Educational services	1.5%	1.9%	0.3%	0.3%	0.5%	0.9%	0.9%	2.5%
62----	Health care and social assistance	18.2%	17.7%	10.3%	14.2%	23.0%	10.6%	14.7%	13.7%
71----	Arts, entertainment & recreation	1.4%	2.0%	0.6%	1.3%	1.7%	4.6%	2.0%	1.6%
72----	Accommodation & food services	13.9%	14.0%	9.1%	11.1%	14.3%	17.2%	13.3%	9.3%
81----	Other services (except public administration)	5.4%	4.6%	5.0%	5.0%	5.9%	3.4%	4.7%	4.7%
99----	Unclassified establishments	0.2%	0.5%	0.4%	0.2%	0.2%	0.3%	0.2%	0.0%

10. **The state's employment ratio exceeds national averages in construction and farming/forestry fishing occupations, and some production and distribution-related occupations, but lags in professional, white-collar jobs.** The state is underrepresented in several key, knowledge-intensive, white-collar occupations, including business/financial, computer and mathematical, architecture and engineering, and legal occupations. Variations do exist among the regions.
- See Exhibits C-4 (2000 Census) and C-5 (2006 numeric estimates) for additional occupational information for each of the regions, states, and U.S.

TABLE 9
PERCENT EMPLOYMENT BY OCCUPATION FOR THE REGIONS, STATE, AND U.S. (2006)
Source: Claritas

Occupation	Southeastern Region	Northwestern Region	Northeastern Region	Southcentral Region	Northcentral Region	Western Region	WY	U.S.
Architecture/Engineering	1.7%	1.4%	1.5%	1.8%	1.6%	1.8%	1.7%	2.1%
Arts/Design/Entert/Sports/Media	1.7%	1.6%	1.0%	1.2%	1.5%	1.5%	1.5%	1.9%
Building/Grounds Cleaning/Maint	3.4%	4.0%	3.2%	4.4%	3.7%	4.2%	3.8%	3.2%
Business operations specialists	1.4%	0.9%	1.1%	1.0%	1.2%	1.2%	1.2%	2.1%
Financial specialists	2.2%	1.4%	0.9%	1.7%	2.0%	1.1%	1.6%	2.2%
Community/Social Services	1.6%	2.0%	1.2%	1.6%	2.8%	1.1%	1.6%	1.5%
Computer and Mathematical	1.7%	0.4%	0.5%	0.5%	0.4%	0.7%	0.8%	2.5%
Construction/Extraction	6.2%	8.7%	14.8%	8.4%	9.9%	12.3%	9.4%	5.5%
Education/Training/Library	7.0%	7.4%	6.1%	5.7%	6.1%	6.1%	6.5%	5.7%
Farming/Fishing/Forestry	1.5%	2.7%	1.3%	1.1%	2.6%	1.0%	1.6%	0.7%
Food Preparation/Serving-related	5.8%	6.2%	5.1%	5.7%	6.2%	6.3%	5.9%	4.7%
Healthcare Practitioner/Technician	4.2%	4.5%	2.9%	4.2%	5.4%	2.9%	3.9%	4.6%
Healthcare Support	1.9%	2.5%	1.6%	2.0%	2.6%	1.8%	2.0%	2.0%
Installation/Maintenance/Repair	4.2%	4.4%	7.7%	6.0%	4.2%	6.5%	5.4%	4.0%
Legal	1.1%	0.8%	0.5%	0.7%	0.8%	0.7%	0.8%	1.1%
Life/Physical/Social Science	1.6%	1.2%	0.7%	0.9%	1.1%	1.1%	1.2%	0.9%
Management incl Farmers/Farm Mgrs	10.3%	10.5%	8.3%	8.0%	10.6%	9.0%	9.4%	9.3%
Office/Administrative Support	15.5%	13.4%	11.8%	15.0%	13.2%	12.5%	13.9%	15.4%
Personal Care/Service	3.1%	3.4%	2.7%	2.5%	3.0%	2.9%	2.9%	2.8%
Production	4.6%	4.7%	6.0%	6.0%	3.9%	5.9%	5.3%	8.4%
Protective Service	1.9%	1.4%	1.5%	2.0%	1.2%	1.9%	1.8%	2.0%
Sales/Related	9.7%	9.5%	8.8%	12.6%	9.9%	10.4%	10.3%	11.3%
Transportation/Material-moving	7.7%	6.9%	11.0%	6.9%	6.2%	7.1%	7.5%	6.1%

LABOR AVAILABILITY

1. **Wyoming has a labor force of 284,538, a high labor-participation rate, and low unemployment.** The labor force has been increasing in recent years. According to the U.S. Bureau of Labor Statistics, the labor force increased by 6.6% (or by 17,656) between 2000 and 2005 (the latest five-year period for which data is available). Comparatively, the nation's labor force grew by 4.7%. See Table 10 and Exhibit C-7.
 - The above-average growth in the labor force is occurring despite a smaller population growth rate (2.7% according to ACS), indicating that more non-working individuals have been entering the workforce.
 - The regions varied significantly in their workforce growth rates. The largest percent increase was in the Northeastern region, which saw a 14.7% increase in its workforce. The Northwestern region had the slowest growth (2.2%) among the regions. Only two regions – the Northwest and the Southeast – grew slower than the national average.
 - Statewide, according to ACS, the labor-force-participation rate in 2005 (71.3%) is higher than the national average (65.9%). The highest participation rate—72.4%—was found in the Northeastern region, according to Claritas. This rate is very high and hard to exceed. Consequently, it is unlikely that this region will be able to expand its workforce any further without recruiting new workers into the area.
 - Average annual unemployment rates range from 2.8% (Northeastern region) to 4.3% (Northwestern region), well below the national rate of 5.1%. In 2005, the state's annual average unemployment rate was 3.6%. This, coupled with low population density, limits growth and recruitment options among employers.

TABLE 10
WYOMING LABOR FORCE CHARACTERISTICS
Source: U.S. Bureau of Labor Statistics Inc., Claritas for labor participation rate

Area	Civilian Labor Force		# Change 2000-2005	Unemployment Rate 2005	Labor Participation 2006
	2005	% Change 2000 - 2005			
Southeastern Region	73,628	4.6%	3,251	3.8%	63.3%
Northwestern Region	45,281	2.2%	972	4.3%	63.9%
Northeastern Region	30,270	14.7%	3,890	2.8%	72.4%
Southcentral Region	54,884	7.2%	3,672	3.5%	67.2%
Northcentral Region	19,354	5.6%	1,024	3.6%	65.1%
Western Region	61,122	8.6%	4,845	3.1%	71.3%
Wyoming	284,538	6.6%	17,656	3.6%	66.6%
U.S.	149,320,000	4.7%	6,737,000	5.1%	63.4%

2. **The state has nine post-secondary institutions graduating more than 5,125 students annually in a variety of disciplines.** Enrollment at the state's two-year institutions and technology centers is approximately 20,748 annually. There is one four-year institution in the state—the University of Wyoming—which enrolls roughly 13,207 students annually. See Table 11.
- A listing of degrees awarded by institution is provided in Exhibit C-8.

TABLE 11
GRADUATION AND ENROLLMENT FIGURES FOR LOCAL POST-SECONDARY SCHOOLS
Source: U.S. Department of Education, IPEDS

Less-than-Four-Year Institutions	Location	Region	Total Fall Enrollment (2005)	Total Graduates (2005)
Casper College	Casper, WY	Southcentral	4,100	643
Central Wyoming College	Riverton, WY	Northwestern	1,633	266
Eastern Wyoming College	Torrington, WY	Southeastern	1,346	123
Laramie County Community College	Cheyenne, WY	Southeastern	4,447	486
Northwest College	Powell, WY	Northwestern	1,754	359
Sheridan College	Sheridan, WY	Northcentral	2,849	293
Western Wyoming Community College	Rock Springs, WY	Western	3,356	364
WyoTech	Laramie, WY	Southeastern	2,608	2,185*
More-than-Four-Year Institutions				
University of Wyoming	Laramie, WY	Southeastern	13,126	2,182

* Includes 1,325 graduates of a non-degree certificate program in mechanical and repair technologies

3. **According to local employers, there is poor or no availability of most labor across all the occupational groups included in the WDG survey.** The best availability was reported among the healthcare support occupations, with a median score of 2.0 and an average score of 2.6, but even these scores show unsatisfactory availability (1=unavailable and 5=plentiful). These are the lowest scores seen by WDG in similar studies nationwide. See Table 12 and Exhibit A-1 in Appendix A. Results by region are provided in the separately-submitted regional exhibits.
- Among the 253 companies responding to the survey, employers report they lose an average of 17.5% of sales volume annually due to the job shortages in the state. The highest lost sales volume is found in the Northeastern region and the Northcentral region, each with a reported 20.9% loss of sales volume annually due to labor shortages. The smallest loss is reported in the Southeastern region, with a reported 13.2% loss of sales volume due to labor shortages.
 - Shortages will be exacerbated by the upcoming retirement of the “Baby Boomer” component of the workforce. Currently, an estimated 7%-10% of the workforce in the state is eligible for retirement. The percentage will increase as the Boomers get closer to retirement age. Positively, however, many national surveys show that many Boomers will remain working after the age of 65, thereby delaying a sudden loss of workforce due to retirement.

TABLE 12
AVAILABILITY OF O*NET OCCUPATIONAL GROUPS IN WYOMING AS REPORTED BY EMPLOYERS
(5=PLENTIFUL; 1=UNAVAILABLE)
Source: WDG Employer Survey, Fall 2006

Occupational Group (O*NET Category)	Responses	Average Experience Recruiting Quality Applicants	Median Experience Recruiting Quality Applicants
Management Occupations	99	1.9	2.0
Business and Financial Operations Occupations	20	2.2	2.0
Computer and Mathematical Operations	7	2.3	1.5
Architecture and Engineering Occupations	20	1.4	1.0
Life, Physical, and Social Science Occupations	9	2.1	2.0
Community and Social Services Occupations	10	2.4	2.0
Legal Occupations	8	2.1	1.5
Education, Training, and Library Occupations	8	1.8	2.0
Arts, Design, Entertainment, Sports, and Media Occupations	8	1.6	1.0
Healthcare Practitioners and Technical Occupations	45	1.6	1.0
Healthcare Support Occupations	10	2.6	2.0
Protective Service Occupations	15	2.3	2.0
Food Preparation and Serving-related Occupations	55	2.0	2.0
Building and Grounds Cleaning and Maintenance Operations	43	1.8	2.0
Personal Care and Service Occupations	8	1.9	1.0
Sales and Related Occupations	33	1.8	2.0
Office and Administrative Support Occupations	67	2.5	2.0
Farming, Fishing, and Forestry Occupations	3	1.3	1.0
Construction and Extraction Occupations	84	1.8	1.0
Installation, Maintenance, and Repair Occupations	28	1.3	1.0
Production Occupations	22	1.8	2.0
Transportation and Material-moving Occupations	26	1.9	2.0
Military Specific Occupations	0	0.0	0.0

*O*NET is the nation's primary source of occupational information based on the Standard Occupational Classification

4. **Employers have significant difficulty recruiting workers from outside the state.** Employers report a median score of 1 (on a scale where 1=unable to recruit and 5=easily recruited) and an average score of 1.9 on their ability to relocate talent from outside their areas. These are among the lowest scores seen by WDG over years of similar analyses across the country. Only 26.8% of responding employers report a score of 3 or higher on their ability to recruit from outside the state. See Exhibit A-1 in Appendix A,

page A-6. Employers report that one advantage to recruiting professional talent from outside the state is the quality of life as perceived by job candidates from outside the area. Employers provided an average score and a median score of 3.0 on the quality of life as seen by non-local prospective job candidates.

- One factor that may negatively impact employers' ability to recruit talent into the area is the availability of employment opportunities for "trailing" spouses, which employers report are limited. Employers provided a median score of 2.0 and an average score of 2.3 on the availability of job opportunities for trailing spouses.
- The quality of life in the state and in all but one of the regions is neutral or satisfactory as perceived by job candidates. In the Northcentral region, employers report job applicants view the quality of life as good or attractive.
- Employers also report that the availability, quality, and cost of housing impacts employers' ability to recruit talent into the state and each of the regions. Employers provided a median rating of 2.0 and an average rating of 2.6 on the availability, quality, and cost of housing for relocates/transferees. According the household survey, 5.8% of employed residents live in temporary, company-provided housing. Of those, 76.9% would permanently relocate to Wyoming if acceptable, permanent housing were available.
- Average and median employer-survey scores from all of the regions show unsatisfactory recruiting experience.

5. **Less than one-half of employers and only 23% of not-currently-employed residents utilize local Workforce Centers in their recruitment and job search efforts.** 47% of employers responded that they utilize Workforce Centers to help in recruitment efforts.

- The Northeastern region has the highest percentage (60.1%) of employers that utilize local Workforce Centers in their recruitment efforts. The Southeastern region has the lowest percentage of employers (35.2%) utilizing this service. See the separately-submitted regional exhibits for all regional results.

6. **Wyoming has a hidden potential labor supply with diversified skills, an important component of which is not-employed residents that are interested in employment.** WDG/YA estimates from its household survey data and from population data that there are roughly 53,726 residents ages 18 to 74 years in the state who are not employed but are interested in employment. See Table 13 and the profile of residents not employed but interested in work in Appendix B.

- A majority of not-employed residents who are interested in working (53.7% or 28,874) are interested in full-time work, as shown in Table 13. Meanwhile, there are an estimated 24,852 individuals that are not working, but would be interested in part-time employment.

**TABLE 13
EMPLOYMENT PREFERENCES OF NOT-EMPLOYED RESIDENTS 18-74 YEARS OLD**
Source: YA Residential Survey, Summer 2006

Interest	Number	Percentage
Total - Not Employed	84,831	100%
Interested in Employment	53,726	63.3%
Not Interested in Employment/Did not Respond	31,105	36.7%

TABLE 13, CONTINUED
EMPLOYMENT PREFERENCES OF NOT-EMPLOYED RESIDENTS 18-74 YEARS OLD
Source: YA Residential Survey, Summer 2006

Interest	Number	Percentage
Employment Preference		
Full-Time	28,874	53.7%
Part-Time	24,852	46.3%
Total	53,726	100%

- Table 14 shows employment preferences of not-employed residents by region. The largest pool of not-employed residents interested in employment is found in the Southeastern region.

TABLE 14
EMPLOYMENT PREFERENCES OF NOT-EMPLOYED RESIDENTS 18-74 YEARS OLD BY REGION
Source: YA Residential Survey, Summer 2006

Interest	Northwestern Region	Northcentral Region	Northeastern Region	Southeastern Region	Southcentral Region	Western Region						
#	%	#	%	#	%	#						
Total - Not Employed	13,456	100%	5,439	100%	7,503	100%	26,628	100%	15,759	100%	16,046	100%
Interested in Employment	10,203	75.8%	4,921	90.5%	3,915	52.2%	12,781	48.0%	11,612	73.7%	10,294	64.2%
Not Interested in Emp/Did not Respond	3,253	24.2%	518	9.5%	3,588	47.8%	13,847	52.0%	4,147	26.3%	5,752	35.8%
Employment Preference												
Full-Time	7,042	69.0%	3,108	63.2%	2,284	58.3%	6,923	54.2%	4,977	42.9%	4,541	44.1%
Part-Time	3,161	31.0%	1,813	36.8%	1,631	41.7%	5,858	45.8%	6,635	57.1%	5,753	55.9%
Total	10,203	100%	4,921	100%	3,915	100%	12,781	100%	11,612	100%	10,294	100%

- The most commonly mentioned reason for non-employment among residents not currently employed but interested in working is that they cannot find a suitable job. Over one-quarter of respondents report this as the primary reason why they are not employed.

**TABLE 15
REASONS FOR NON-EMPLOYMENT AMONG RESIDENTS NOT EMPLOYED BUT INTERESTED IN WORKING**
Source: YA Residential Survey, Summer 2006

Reason for Non-employment	Statewide		Northwestern Region		Northcentral Region		Northeastern Region		Southeastern Region		Southcentral Region		Western Region	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Attending school	10.7%	5,744	2.9%	292	5.9%	289	8.3%	326	26.1%	3,334	10.3%	1,191	3.0%	312
Can't find a suitable job	25.4%	13,628	24.3%	2,478	29.4%	1,447	8.3%	326	30.4%	3,890	23.1%	2,680	27.3%	2,807
Raising a family	16.3%	8,738	25.7%	2,624	17.6%	868	16.7%	652	0.0%	0	15.4%	1,786	27.3%	2,807
Not looking for employment	4.2%	2,275	1.4%	146	0.0%	0	8.3%	326	4.3%	556	0.0%	0	12.1%	1,248
Retired	11.6%	6,233	15.7%	1,603	11.8%	579	12.5%	489	4.3%	556	20.5%	2,382	6.1%	624
Disabled	9.0%	4,849	7.1%	729	0.0%	0	8.3%	326	13.0%	1,667	10.3%	1,191	9.1%	936
Other	22.8%	12,257	22.9%	2,332	35.3%	1,737	37.5%	1,468	21.7%	2,778	20.5%	2,382	15.2%	1,560

- Statewide, among not-employed residents who are interested in working, 46.6% are under the age of 35, indicating a significant potential pool of younger workers who would welcome the chance to enter the job market for improved job opportunities. These residents tend to be just starting out in careers. A second group, those residents that are over the age of 45, account for 39% of not-employed residents that are interested in employment.
- In the Southeastern region, 66.7% of not-employed residents interested in employment are under the age of 35. This is the highest percentage among all of the regions. See Table 16.

**TABLE 16
AGE DISTRIBUTION OF NOT-EMPLOYED RESIDENTS INTERESTED IN WORKING**
Source: YA Residential Survey, Summer 2006

Age	Statewide		Northwestern Region		Northcentral Region		Northeastern Region		Southeastern Region		Southcentral Region		Western Region	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
18-24	24.6%	13,230	17.9%	1,827	21.1%	1,036	17.4%	681	41.7%	5,325	21.4%	2,488	18.2%	1,872
25-34	22.0%	11,797	23.9%	2,437	15.8%	777	17.4%	681	25.0%	3,195	19.0%	2,212	24.2%	2,496
35-44	14.3%	7,657	17.9%	1,827	10.5%	518	17.4%	681	8.3%	1,065	11.9%	1,382	21.2%	2,184
45-54	18.9%	10,172	19.4%	1,980	31.6%	1,554	17.4%	681	12.5%	1,598	21.4%	2,488	18.2%	1,872
55-64	16.1%	8,627	13.4%	1,371	21.1%	1,036	21.7%	851	12.5%	1,598	19.0%	2,212	15.2%	1,560
65-74	4.2%	2,243	13.4%	761	21.1%	0	21.7%	340	12.5%	0	19.0%	829	15.2%	312
Total	100%	53,726	100%	10,203	100%	4,921	100%	3,915	100%	12,781	100%	11,612	100%	10,294

- Table 17 shows those limitations residents have that will impact what types of positions they are able to hold. In the state, 41% of residents report no limitations to being employed. Among those that do have a limitation, the most frequently mentioned (24.6%) is childcare needs. The second most common limitation (19.6%) is a disability.

**TABLE 17
LIMITS TO EMPLOYMENT AMONG RESIDENTS NOT WORKING BUT INTERESTED IN EMPLOYMENT**

Source: YA Residential Survey, Summer 2006

Limitation	Statewide		Northwestern Region		Northcentral Region		Northeastern Region		Southeastern Region		Southcentral Region		Western Region	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
No Limitations	41.0%	22,023	34.8%	3,549	63.2%	3,108	50.0%	1,958	41.7%	5,325	35.7%	4,147	38.2%	3,936
Childcare needs	24.6%	13,206	27.5%	2,810	26.3%	1,295	16.7%	652	13.6%	1,743	28.2%	3,275	33.3%	3,431
A disability	19.6%	10,513	23.2%	2,366	0.0%	0	19.0%	746	22.7%	2,905	23.1%	2,680	17.6%	1,817
Lack of jobs in your field of education/training	17.6%	9,435	31.8%	3,246	5.3%	259	14.3%	559	25.0%	3,195	12.8%	1,489	6.7%	686
Lack of transportation	9.4%	5,057	11.6%	1,183	5.3%	259	17.4%	681	13.6%	1,743	10.3%	1,191	0.0%	0
Housing	6.3%	3,411	4.3%	444	5.3%	259	9.5%	373	4.5%	581	12.5%	1,452	2.9%	303
Other	5.6%	3,012	0.0%	0	0.0%	0	0.0%	0	0.0%	2,130	0.0%	276	0.0%	606

- The occupational skill base of the not-employed residents who are interested in working is shown in Table 18. The not-employed residents interested in employment tend to be employed in lower-skill-level jobs. The largest occupational group statewide is food preparation and serving-related occupations.

**TABLE 18
LEADING OCCUPATIONAL SKILLS OF NOT-EMPLOYED RESIDENTS INTERESTED IN EMPLOYMENT**

Source: YA Residential Survey, Summer 2006

Occupational Group (O*NET)	Statewide		Northwestern Region		Northcentral Region		Northeastern Region		Southeastern Region		Southcentral Region		Western Region	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Management Occupations	5.3%	2,865	5.9%	600	16.7%	820	0.0%	0	4.3%	556	2.4%	283	5.9%	606
Business and Financial Operations	1.3%	697	1.5%	150	11.1%	547	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Computer and Mathematical Operations	0.6%	303	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	2.9%	303
Architecture and Engineering	0.6%	328	1.5%	150	0.0%	0	4.5%	178	0.0%	0	0.0%	0	0.0%	0
Life, Physical, and Social Science	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Community and Social Services	2.2%	1,168	1.5%	150	5.6%	273	4.5%	178	0.0%	0	4.9%	566	0.0%	0
Legal	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Education, Training, and Library	3.9%	2,114	13.2%	1,350	0.0%	0	4.5%	178	0.0%	0	2.4%	283	2.9%	303

TABLE 18, CONTINUED
LEADING OCCUPATIONAL SKILLS OF NOT-EMPLOYED RESIDENTS INTERESTED IN EMPLOYMENT
Source: YA Residential Survey, Summer 2006

Occupational Group (O*NET)	Statewide		Northwestern Region		Northcentral Region		Northeastern Region		Southeastern Region		Southcentral Region		Western Region		
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Arts, Design, Entertainment, Sports, and Media	2.5%	1,317	2.9%	300	0.0%	0	4.5%	178	4.3%	556	2.4%	283	0.0%	0	0
Healthcare Practitioners and Technical	2.2%	1,159	2.9%	300	0.0%	0	0.0%	0	4.3%	556	0.0%	0	2.9%	0	303
Healthcare Support	1.9%	1,035	2.9%	300	5.6%	273	4.5%	178	0.0%	0	2.4%	283	0.0%	0	0
Protective Service	2.2%	1,186	1.5%	150	0.0%	0	4.5%	178	4.3%	556	0.0%	0	2.9%	0	303
Food Preparation and Serving-related	15.5%	8,332	16.2%	1,650	5.6%	273	9.1%	356	13.0%	1,667	19.5%	2,266	20.6%	2,119	
Building and Grounds Cleaning and Maintenance Operations	7.1%	3,804	8.8%	900	5.6%	273	9.1%	356	4.3%	556	12.2%	1,416	2.9%	0	303
Personal Care and Service	1.9%	1,035	2.9%	300	5.6%	273	4.5%	178	0.0%	0	2.4%	283	0.0%	0	0
Sales and Related	14.7%	7,899	5.9%	600	5.6%	273	18.2%	712	21.7%	2,778	12.2%	1,416	20.6%	2,119	
Office and Administrative Support	13.6%	7,324	8.8%	900	5.6%	273	4.5%	178	21.7%	2,778	17.1%	1,983	11.8%	1,211	
Farming, Fishing, and Forestry	1.7%	911	4.4%	450	0.0%	0	4.5%	178	0.0%	0	2.4%	283	0.0%	0	0
Construction and Extraction	10.2%	5,494	10.3%	1,050	22.2%	1,094	4.5%	178	8.7%	1,111	7.3%	850	11.8%	1,211	
Installation, Maintenance, and Repair	2.4%	1,312	1.5%	150	5.6%	273	0.0%	0	0.0%	0	2.4%	283	5.9%	606	
Production	3.0%	1,620	2.9%	300	0.0%	0	4.5%	178	4.3%	556	2.4%	283	2.9%	0	303
Transportation and Material-moving	7.1%	3,824	4.4%	450	5.6%	273	13.6%	534	8.7%	1,111	7.3%	850	5.9%	606	
Military Specific	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0

7. **A majority of the state's not-employed residents interested in employment would like to receive job training.** In total, 33,688 (62.7%) not-employed residents interested in working would be interested in training to acquire new job skills. See Table 19. See Tables 34 and 35 for those fields in which residents would like to receive training. Considering that almost 54% of the not-employed-interested-in-work are disabled, have transportation needs, and have a lack of childcare, special accommodations such as online training programs, childcare programs, or special transportation services would be needed to administer training to these individuals.

TABLE 19
JOB TRAINING INTEREST AMONG NOT-EMPLOYED RESIDENTS
Source: YA Residential Survey, Summer 2006

	Statewide	Northwestern Region	Northcentral Region	Northeastern Region	Southeastern Region	Southcentral Region	Western Region
Interest	% #	% #	% #	% #	% #	% #	% #
Yes	62.7% 33,688	68.1% 6,950	42.1% 2,072	71.4% 2,796	69.6% 8,891	63.4% 7,364	54.5% 5,615
No	37.3% 20,038	31.9% 3,253	57.9% 2,849	28.6% 1,119	30.4% 3,890	36.6% 4,248	45.5% 4,679
Total	100% 53,726	100% 10,203	100% 4,921	100% 3,915	100% 12,781	100% 11,612	100% 10,294

- Education levels among Wyoming's not-employed residents interested in working are moderately good, with 82.4% having at least a high school diploma. 38.7% have some post-secondary education less than a four-year degree, while 5.8% hold a four-year degree. The Northeast region has the highest percentage of residents with at least a high-school diploma (95.0%) while the Southcentral region has the lowest percentage (78.0%) of residents with at least a high-school diploma. See Table 20.

TABLE 20
EDUCATIONAL ATTAINMENT OF NOT-EMPLOYED RESIDENTS INTERESTED IN WORKING
Source: YA Residential Survey, Summer 2006

	Statewide	Northwestern Region	Northcentral Region	Northeastern Region	Southeastern Region	Southcentral Region	Western Region
Highest Grade Level Completed	% #	% #	% #	% #	% #	% #	% #
8th grade or lower	0.6% 0.6%	2.9% 296	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0
Some high school	17.0% 9,110	15.9% 1,627	5.3% 259	5.0% 196	20.8% 2,663	22.0% 2,549	17.6% 1,817
High school graduate or equivalent	32.8% 17,613	31.9% 3,253	42.1% 2,072	50.0% 1,958	37.5% 4,793	26.8% 3,115	23.5% 2,422
Some tech. or vocational school	1.8% 983	1.4% 148	0.0% 0	0.0% 0	4.2% 533	0.0% 0	2.9% 303
Some college, no degree	25.3% 13,568	29.0% 2,957	31.6% 1,554	20.0% 783	16.7% 2,130	26.8% 3,115	29.4% 3,028
Technical/Vocational certificate	5.3% 2,855	2.9% 296	0.0% 0	0.0% 0	8.3% 1,065	2.4% 283	11.8% 1,211
Associates degree	6.3% 3,404	4.3% 444	5.3% 259	10.0% 392	4.2% 533	4.9% 566	11.8% 1,211
Bachelors degree	5.8% 3,143	7.2% 739	5.3% 259	5.0% 196	4.2% 533	12.2% 1,416	0.0% 0
Postgraduate study, but no degree	1.1% 586	0.0% 0	0.0% 0	0.0% 0	0.0% 0	2.4% 283	2.9% 303
Graduate degree	4.0% 2,169	4.3% 444	10.5% 518	10.0% 392	4.2% 533	2.4% 283	0.0% 0
Total	100% 53,726	100% 10,203	100% 4,921	100% 3,915	100% 12,781	100% 11,612	100% 10,294

- New and expanding employers also would rely heavily on another element of the **hidden labor force**: the region's already-employed residents, particularly the underemployed. An estimated 62,066 (24.7%) currently employed residents consider themselves underemployed, and are qualified for better positions than they currently hold because of experience, training, or education. See the demographic profile on underemployed residents in Appendix C for additional details on the

underemployed component of the workforce. As can be seen in Tables 21 and 22, the underemployed component of the workforce is relatively young and has high education levels.

- Among underemployed residents in Wyoming, 37.5% are under the age of 35, indicating a pool of younger workers who would welcome improved job or career opportunities. The Southeastern region has the youngest underemployed population, with 50% of underemployed residents under the age of 35. See Table 21.

**TABLE 21
AGE DISTRIBUTION OF UNDEREMPLOYED RESIDENTS**

Source: YA Residential Survey, Summer 2006

Age	Statewide		Northwestern Region		Northcentral Region		Northeastern Region		Southeastern Region		Southcentral Region		Western Region	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
18-24	13.5%	8,366	4.1%	375	5.9%	189	9.3%	641	25.6%	4,121	11.2%	1,571	11.7%	1,468
25-34	24.0%	14,906	18.9%	1,752	25.5%	821	18.5%	1,281	24.4%	3,934	27.6%	3,855	26.0%	3,262
35-44	22.2%	13,768	28.4%	2,628	21.6%	695	35.2%	2,434	17.4%	2,810	17.3%	2,428	22.1%	2,773
45-54	25.5%	15,816	28.4%	2,628	35.3%	1,136	25.9%	1,794	18.6%	2,997	28.6%	3,998	26.0%	3,262
55-64	12.9%	7,980	14.9%	1,377	9.8%	316	9.3%	641	11.6%	1,873	15.3%	2,142	13.0%	1,631
65-74	2.0%	1,230	14.9%	501	9.8%	63	9.3%	128	11.6%	375	15.3%	0	13.0%	163
Total	100%	62,066	100%	9,262	100%	3,220	100%	6,918	100%	16,111	100%	13,994	100%	12,560

- The underemployed residents in Wyoming are well educated. Approximately 98.5% have at least a high school diploma, while 46.8% have some post-secondary training less than a four-year degree, and 32.1% hold at least a four-year degree. Residents in the Southcentral region have the highest education levels, with 99.9% having at least a high-school diploma. Education levels among underemployed residents are higher than the education levels among all employed residents. See Table 22.

**TABLE 22
EDUCATIONAL ATTAINMENT OF UNDEREMPLOYED RESIDENTS**

Source: YA Residential Survey, Summer 2006

Education Level	Statewide		Northwestern Region		Northcentral Region		Northeastern Region		Southeastern Region		Southcentral Region		Western Region	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
8th grade or lower	0.3%	163	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	1.3%	163
Some high school	1.2%	769	1.3%	122	2.0%	63	3.7%	256	1.1%	185	1.0%	143	0.0%	0
High school graduate or equivalent	19.5%	12,131	25.0%	2,316	23.5%	758	20.4%	1,409	14.9%	2,407	23.5%	3,284	15.6%	1,957
Some technical or vocational school	1.2%	756	1.3%	122	0.0%	0	0.0%	0	1.1%	185	2.0%	286	1.3%	163
Some college, no degree	26.4%	16,402	35.5%	3,290	21.6%	695	27.8%	1,922	23.0%	3,704	27.6%	3,855	23.4%	2,936

TABLE 22, CONTINUED
EDUCATIONAL ATTAINMENT OF UNDEREMPLOYED RESIDENTS
Source: YA Residential Survey, Summer 2006

Education Level	Statewide		Northwestern Region		Northcentral Region		Northeastern Region		Southeastern Region		Southcentral Region		Western Region	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Technical/Vocational certificate	6.2%	3,856	1.3%	122	7.8%	253	3.7%	256	2.3%	370	12.2%	1,714	9.1%	1,142
Associates degree	13.0%	8,062	6.6%	609	9.8%	316	13.0%	897	13.8%	2,222	11.2%	1,571	19.5%	2,447
Bachelors degree	21.1%	13,122	14.5%	1,341	25.5%	821	29.6%	2,050	27.6%	4,444	13.3%	1,856	20.8%	2,610
Postgraduate study, but no degree	3.2%	1,966	1.3%	122	2.0%	63	0.0%	0	4.6%	741	5.1%	714	2.6%	326
Graduate degree	7.8%	4,838	13.2%	1,219	7.8%	253	1.9%	128	11.5%	1,852	4.1%	571	6.5%	816
Total	100%	62,066	100%	9,262	100%	3,220	100%	6,918	100%	16,111	100%	13,994	100%	12,560

9. **Many of the state's employed residents would like to enhance their job skills through training.** Returns from the Younger Associates' residential survey show that 40.6% of employed residents would be interested in receiving training to acquire new jobs skills for career development, which amounts to roughly 102,143 residents (see Table 23). These individuals would offer a potential workforce for existing and new companies offering career advancement and training opportunities.

TABLE 23
JOB TRAINING INTEREST AMONG EMPLOYED RESIDENTS
Source: YA Residential Survey, Summer 2006

Interest	Statewide		Northwestern Region		Northcentral Region		Northeastern Region		Southeastern Region		Southcentral Region		Western Region	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Yes	40.6%	102,143	38.8%	15,240	30.9%	5,198	46.1%	12,627	44.7%	28,905	38.0%	18,346	39.7%	21,827
No	59.4%	149,192	61.2%	24,001	69.1%	11,599	53.9%	14,788	55.3%	35,726	62.0%	29,934	60.3%	33,144
Total	100%	251,335	100%	39,241	100%	16,797	100%	27,415	100%	64,631	100%	48,280	100%	54,971

10. **Among employed residents, the most important workplace characteristic in their decision to remain employed is the availability of flextime.** Nearly 24% of residents cite this characteristic as the most important factor in their decision to remain employed.

TABLE 24
IMPORTANCE OF WORKPLACE CHARACTERISTICS AMONG EMPLOYED RESIDENTS
Source: YA Residential Survey, Summer 2006

Age	Statewide		Northwestern Region		Northcentral Region		Northeastern Region		Southcentral Region		Southwestern Region		Western Region	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Flextime	23.6%	59,366	22.8%	8,952	17.4%	2,927	25.9%	7,108	28.8%	18,612	18.5%	8,923	23.4%	12,844
Daycare	9.2%	23,140	14.1%	5,518	13.3%	2,230	12.0%	3,301	9.2%	5,969	6.9%	3,346	5.0%	2,775
Job Sharing	8.2%	20,571	8.5%	3,321	10.0%	1,673	7.5%	2,052	8.0%	5,179	7.9%	3,837	8.2%	4,509
Telecommuting	7.5%	18,964	7.9%	3,085	9.6%	1,610	10.6%	2,916	9.3%	5,988	5.0%	2,398	5.4%	2,967
Other	1.3%	3,144	0.3%	119	0.0%	0	2.1%	564	1.5%	950	1.1%	549	1.7%	962

LABOR DEMAND

1. **Survey results show that 44.7% of state employers do not anticipate expanding their employment base over the next 12 months.** Meanwhile, 1.7% project layoffs occurring over the next year. An additional 14.2% do not know whether they will expand over the next year. The survey shows 11.7% of the state's employers plan on expanding their workforce by 5% or more over the next year, while 13.8% plan on increasing their employment by 2% to 5%. 15.6% anticipate increases of less than 2%. See Exhibit A-1 in Appendix A, pages A-2 and A-3.
 - Over the course of the *next two years*, 13.3% of companies report employment growth of more than 5%, while 16.7% report employment growth of 2% to 5%. 18.7% of companies are unsure of their growth, while 33.8% expect no employment growth.
 - Over the *next three years*, 13.4% of companies report employment growth of more than 5%, and 15.9% report employment growth of 2% to 5%. 25.0% of companies are unsure of their growth, while 29.3% expect no employment growth. Less than 0.3% of companies report projected layoffs.
 - See Table 25 for demand by region in the next year. See the separately-submitted regional exhibits for additional demand by region.

TABLE 25
ANTICIPATED DEMAND IN THE NEXT 12 MONTHS BY REGION ACCORDING TO RESPONDING EMPLOYERS
Source: WDG Employer Survey, Fall 2006

Area	Layoffs	None	Less than 2% Increase	Between 2-5% Increase	Over 5% Increase	Unknown
Southeastern Region	3.1%	46.3%	15.4%	10.6%	8.4%	16.3%
Northwestern Region	1.5%	48.5%	17.2%	8.6%	8.1%	16.2%
Northeastern Region	1.1%	37.4%	15.8%	16.8%	17.9%	11.1%
Southcentral Region	0.0%	36.8%	18.7%	18.1%	11.5%	14.8%
Northcentral Region	2.0%	40.6%	14.9%	13.4%	16.3%	12.9%
Western Region	2.2%	44.7%	13.4%	15.6%	10.1%	14.0%
Wyoming	1.7%	43.0%	15.6%	13.8%	11.7%	14.2%

2. **Currently, the occupational group in greatest demand by local employers is construction and extraction workers.** This followed by protective service occupations and management occupations. See Exhibit A-1 page A-4. The separately-submitted regional exhibits show demand by region.

TABLE 26
TOP OCCUPATIONS/POSITIONS CURRENTLY IN DEMAND
BY RESPONDING SURVEYED LOCAL EMPLOYERS
Source: WDG Employer Survey, Fall 2006

Occupational Group (O*NET Category)	Responses	Total Currently Needed
Construction and Extraction Occupations	76	243
Protective Service Occupations	15	233
Management Occupations	75	147
Food Preparation and Serving-related Occupations	57	130
Office and Administrative Support Occupations	55	118
Healthcare Practitioners and Technical Occupations	40	98
Sales and Related Occupations	26	94
Building and Grounds Cleaning and Maintenance Operations	40	90
Transportation and Material-moving Occupations	27	85
Production Occupations	22	80
Community and Social Services Occupations	10	56
Installation, Maintenance, and Repair Occupations	29	54
Architecture and Engineering Occupations	20	47
Business and Financial Operations Occupations	19	41
Personal Care and Service Occupations	7	19
Arts, Design, Entertainment, Sports, and Media Occupations	6	18
Computer and Mathematical Operations	7	12
Legal Occupations	9	12
Life, Physical, and Social Science Occupations	8	10
Healthcare Support Occupations	6	9
Education, Training, and Library Occupations	6	8
Farming, Fishing, and Forestry Occupations	3	7
Military Specific Occupations	0	0
Total	563	1,610

3. **Most responding companies report that less than 5% of their workforce is currently eligible for retirement.**

- Employers in the Southcentral region have the highest percentage of residents currently eligible for retirement. More than 10% of responding employers report that more than 15% of their employees are currently eligible for retirement in that region. Meanwhile, the Northcentral region has the lowest percentage (7.4%) of employers reporting that more than 15% of their workforce is eligible for retirement. See Table 27.

- WDG estimates, using results from the employer survey, that at least 7%-10% of the state's employment base is currently eligible for retirement.
- Almost 34% of employers eligible for retirement are employed by only 8.4% of the state's employers, according to WDG's employer survey. Among the responding employers to the survey, the State of Wyoming has one of the largest pools of employees eligible for retirement.

TABLE 27
PERCENT OF WORKFORCE ELIGIBLE FOR RETIREMENT BY REGION ACCORDING TO RESPONDING EMPLOYERS
Source: WDG Employer Survey, Fall 2006

Area	0-5%	6-9%	10-14%	Over 15%
Southeastern Region	85.7%	3.8%	1.4%	9.0%
Northwestern Region	82.1%	3.8%	4.3%	9.8%
Northeastern Region	85.7%	4.0%	2.3%	8.0%
Southcentral Region	79.8%	6.5%	3.6%	10.1%
Northcentral Region	85.3%	2.6%	4.7%	7.4%
Western Region	86.4%	5.3%	1.8%	6.5%
Wyoming	84.0%	4.6%	3.0%	8.4%

- By looking at the number of companies responding to the survey and the size of their workforces, it is possible to estimate the potential impact of workers eligible for retirement. As can be seen in Table 28, the greatest number of companies reports the fewest number of workers eligible for retirement. Of concern however, is that 89 companies report that more than 15% of their workforce is currently eligible for retirement, and as a minimum, this equates to 1,865 workers that could exit the labor force. Upon closer examination of these results, WDG determined that many of the employers projected to lose the highest number of employees to retirement are in the public-sector, most notably the State of Wyoming, which is reasonable to expect since it is one of the largest employers in the state.

TABLE 28
PERCENT OF WORKFORCE AND NUMBER OF WORKERS ELIGIBLE FOR RETIREMENT BY RESPONDING COMPANIES
Source: WDG Employer Survey, Fall 2006

% of Workforce Eligible for Retirement	# of Responding Companies	Total Employees Among Responding Companies	Extrapolated Number Eligible for Retirement (Minimum)
0-5%	883	15,627	0 - 781
6-9%	52	6,038	362 - 543
10-14%	34	2,610	261 - 365
Over 15%	89	12,435	1,865
TOTAL	1,058	36,710	3,269-3,554

LABOR QUALITY

1. **Employers report that the level of basic skills seen among job applicants is satisfactory to slightly unsatisfactory.** As seen in Table 29, the median score (on a five-point scale where 1=poor and 5=excellent) for all basic skills was 3.0 (i.e., satisfactory), while the average score was 2.9. Written communication skills received the highest ratings, with a median score of 3.0 and an average score of 3.2.
 - 62.8% of responding companies report that they see a deficiency in basic skills among job applicants. The highest percentage of employers (67.5%) reporting a deficiency in basic skills is found in the Southcentral region. The Western region has the lowest percentage of employers (56.0%) reporting deficiencies in basic skills.
 - See Table 29 for the level of basic skills reported by region. The highest basic skill levels are reported in the Western region, while the lowest scores are reported in the Northcentral region.

TABLE 29
OVERALL BASIC SKILLS RATINGS BY REGION
Source: WDG Employer Survey, Fall 2006

Area	Average Score	Median Score
Southeastern Region	3.0	3.0
Northwestern Region	2.9	3.0
Northeastern Region	2.8	3.0
Southcentral Region	3.0	3.0
Northcentral Region	2.7	3.0
Western Region	3.1	3.0
Wyoming	2.9	3.0

2. **Surveyed employers report a high work ethic and level of productivity among employees.** As seen in Table 30, work ethic received a median score of 5.0 and an average score of 4.0, the highest score ever seen by WDG on similar projects nationwide. Productivity was rated as satisfactory or better (a median score of 3.0 and an average score of 3.3), particularly compared to other sites among companies that have more than one location (a median score of 3.0 and an average score of 3.4). The the separately-submitted regional exhibits provide employer ratings by region.

TABLE 30
EMPLOYER RATINGS ON LABOR-QUALITY MEASURES
(1=POOR; 5=EXCELLENT)
Source: WDG Employer Survey, Summer 2006

Basic Skills of Job Applicants	Average	Median
Overall basic skills of all applicants	2.9	3.0
Written communication	2.7	3.0
Reading comprehension	2.9	3.0
Arithmetic/math	2.8	3.0
Thinking and judgment	2.8	3.0
Verbal communication/comprehension	3.0	3.0
Team and cooperative skills	3.2	3.0
Productivity and Work Ethic of Employees		
Work ethic	4.0	5.0
Productivity	3.3	3.0
Productivity compared to that of other company sites	3.4	3.0
Willingness to work overtime	3.4	4.0
Punctuality	3.4	4.0
Overall employer/employee relations	3.8	4.0

3. **Average annual turnover among Wyoming employers is high.** Among the 744 employers responding to the turnover question in the WDG survey, annual turnover averaged 25%. On an average day, 6% of the workforce is absent, which is moderately high. See Exhibit A-1, page A-3.
4. **Employers report lower computer skill levels among job applicants versus the skills they require in fundamental and advanced computer languages.** As can be seen in Table 31, office and manufacturing/distribution employers report a gap in applicant skill levels versus the needed skill levels of applicants in basic keyboard skills, basic software programs, and accessing and using the Internet. While the demand for advanced computer languages is less, the availability is closer to the need. See the separately-submitted regional exhibits for employer ratings by region.

TABLE 31
EMPLOYER RATINGS OF COMPUTER SKILLS IN THE WORKFORCE
Source: WDG Employer Survey, Fall 2006

	Needed Skills* Average Score	Needed Skills* Median Score	Currently Seen Skills** Average Score	Currently Seen Skills** Median Score
Office Personnel (Non-managerial)				
Fundamental skills	3.8	4	3.2	3
Basic keyboard skills	3.9	4	3.3	3
Using word processing software	3.7	4	3.1	3
Using spreadsheet software	3.5	4	2.7	3
Using database software	3.2	3	2.6	3
Using accounting software	3.1	3	2.6	3
Accessing and using the Internet	3.5	4	3.4	3
Cisco	2.9	3	2.6	3
Linux	2.8	3	2.6	3
Microsoft	4.1	4	3.5	4
Novell	3.2	3	2.8	3
Oracle	2.9	3	2.6	3
UNIX	2.9	3	2.6	3
Overall training or learning capacity of applicants	2.8	3	2.6	3
Manufacturing Personnel				
Basic keyboard skills	3.0	3	2.4	2
Distribution Personnel				
Basic Keyboard skills	3.2	3	2.7	3

* 1=no skill needed, 5=highest skill needed

** 1=poor, 5=excellent

5. **Overall, only 29.5% of responding companies require job applicants to pass a drug screen/test prior to employment, and only 25% conduct periodic drug testing among current employees.** However, there is a direct correlation to the size of a company and whether or not it tests for drugs. According to focus groups held across the state, many smaller employers are facing such extreme labor shortages that they do not test, for fear they will have a smaller pool of workers from which to recruit, and lose good employees. Also, the costs can be prohibitive, especially if there is high employee turnover. Larger companies, especially in specific industries such as mining and transportation/public utilities, where safety issues dominate, do require drug testing. See Table 32 for the percentage of companies that drug-test by size of company, and see Table 33 for the percentage of responding companies that drug-test by industry.

- Among companies that conduct drug tests, the impact of drug testing on job applicants only moderately affects employers' ability to hire workers. On a scale of 1 to 5 (where 1= no impact and 5=severe impact), employers provided a median score of 3.0 and an average score of 2.7.

- Among those employers that conduct periodic drug testing among current workers, the impact on retaining employees is slightly less severe. Employers provided a median score of 3.0 and average score of 2.0.

TABLE 32
PERCENTAGE OF COMPANIES THAT DRUG-TEST: BY COMPANY SIZE
Source: WDG Employer Survey, Fall 2006

# of Employees	% of Companies that Drug Test		
	No	Yes	Total
>100	21.7%	78.3%	100%
76-100	26.3%	73.7%	100%
51-75	26.3%	73.7%	100%
26-50	47.1%	52.9%	100%
0-25	74.9%	25.1%	100%

- Higher-risk industries such as mining are much more likely to drug test compared to companies in other industry sectors.

TABLE 33
PERCENTAGE OF COMPANIES THAT DRUG-TEST: BY INDUSTRY
Source: WDG Employer Survey, Fall 2006

Industry	% of Companies that Drug Test		
	No	Yes	Total
Services	80.3%	19.7%	100%
Unknown	65.9%	34.1%	100%
Public Admin	60.0%	40.0%	100%
Construction	61.7%	38.3%	100%
Transportation/Public Utilities	31.8%	68.2%	100%
Mining	10.7%	89.3%	100%
Retail	83.6%	16.4%	100%
Wholesale	54.2%	45.8%	100%
Manufacturing	61.1%	38.9%	100%
FIRE	90.7%	9.3%	100%
Ag, Forest, Fish	86.4%	13.6%	100%
Non-classifiable	0.0%	100.0%	100%
Grand Total	70.5%	29.5%	100%

EDUCATION AND TRAINING

1. **A majority of employers in Wyoming provide internal training to employees.** Nearly 60% of employers have formal in-house training programs. The most common types of training reported include job-specific training, safety, and basic skills.
2. **For specific occupational categories, employers tend most commonly to provide internal training.** The highest number of companies report they provide internal training for management occupations, followed by construction and extraction occupations, and administrative occupations. See Table 34.
 - 27% of employers statewide report that they have training needs that are not able to be met locally. For a complete list of those training needs, see Exhibit A-5 (pages A-53 – A-63) in Appendix A.
 - For regional training profiles, see the separately-submitted individual regional exhibits.

TABLE 34
TRAINING PROVIDED BY OCCUPATIONAL CATEGORY
Source: WDG Employer Survey, Fall 2006

Occupation (O*NET Category)	Internal	External	None
	Responses / Total	Responses / Total	Responses / Total
Management Occupations	81	44	12
Business and Financial Operations Occupations	19	12	1
Computer and Mathematical Operations	5	3	1
Architecture and Engineering Occupations	18	13	1
Life, Physical, and Social Science Occupations	8	0	1
Community and Social Services Occupations	8	6	1
Legal Occupations	9	7	2
Education, Training, and Library Occupations	5	2	3
Arts, Design, Entertainment, Sports, and Media Occupations	6	3	0
Healthcare Practitioners and Technical Occupations	28	19	13
Healthcare Support Occupations	9	3	2
Protective Service Occupations	14	9	0
Food Preparation and Serving-related Occupations	57	10	1
Building and Grounds Cleaning and Maintenance Operations	39	7	4
Personal Care and Service Occupations	4	4	1
Sales and Related Occupations	27	9	2
Office and Administrative Support Occupations	70	15	2
Farming, Fishing, and Forestry Occupations	3	0	0
Construction and Extraction Occupations	79	28	9

TABLE 34, CONTINUED
TRAINING PROVIDED BY OCCUPATIONAL CATEGORY
Source: WDG Employer Survey, Fall 2006

Occupation (O*NET Category)	Internal	External	None
	Responses / Total	Responses / Total	Responses / Total
Installation, Maintenance, and Repair Occupations	24	17	6
Production Occupations	20	8	4
Transportation and Material-moving Occupations	23	8	5
Military Specific Occupations	0	0	0

3. **As noted previously, local residents would like to see additional training programs in order to upgrade their skills.** Among the entire population aged 18 to 74, 40.6% of employed residents are interested in receiving training/education to acquire new job skills. Additionally, 62.7% of not-employed residents that are interested in employment would like additional training. See Table 35.
- The greatest interest for training among employed residents is in the computer and mathematical occupations, with a total of 14,674 residents reporting an interest in additional training in this field. This is followed by training in the medical field in healthcare professional and technical occupations.

TABLE 35
FIRST PREFERENCE FOR TRAINING AMONG EMPLOYED HOUSEHOLD SURVEY RESPONDENTS
Source: YA Residential Survey, Summer 2006

Occupation (O*NET Category)	Statewide	Northwestern Region	Northcentral Region	Northeastern Region	Southeastern Region	Southcentral Region	Western Region
Management	8,438	945	347	574	3,613	895	2,065
Business and Financial Operations	4,376	473	277	143	1,711	149	1,622
Computer and Mathematical Operations	14,674	1,890	901	1,291	3,613	4,176	2,802
Architecture and Engineering	5,564	473	208	1,435	1,521	895	1,032
Life, Physical, and Social Science	2,938	709	0	287	761	149	1,032
Community and Social Services	3,175	354	416	861	951	298	295
Legal	1,961	236	0	287	1,141	149	147
Education, Training, and Library	3,549	1,181	277	143	761	597	590
Arts, Design, Entertainment, Sports, and Media	4,772	945	347	287	1,711	597	885
Healthcare Practitioners and Technical	8,960	1,063	693	2,152	2,092	895	2,065

TABLE 35, CONTINUED
FIRST PREFERENCE FOR TRAINING AMONG EMPLOYED HOUSEHOLD SURVEY RESPONDENTS
Source: YA Residential Survey, Summer 2006

Occupation (O*NET Category)	Statewide	Northwestern Region	Northcentral Region	Northeastern Region	Southeastern Region	Southcentral Region	Western Region
Healthcare Support	5,408	709	208	574	2,282	1,193	442
Protective Service	3,987	591	69	430	1,711	447	737
Food Preparation and Serving-related	1,049	118	0	0	190	298	442
Building and Grounds Cleaning and Maintenance Operations	147	0	0	0	0	0	147
Personal Care and Service	3,461	118	139	287	1,141	597	1,180
Sales and Related	2,955	354	69	287	761	746	737
Office and Administrative Support	7,257	1,418	277	861	2,472	1,492	737
Farming, Fishing, and Forestry	1,032	0	69	287	380	0	295
Construction and Extraction	6,081	1,772	208	861	570	1,342	1,327
Installation, Maintenance, and Repair	4,355	473	208	430	570	1,641	1,032
Production	4,719	591	277	717	761	1,193	1,180
Transportation and Material-moving	3,285	827	208	430	190	597	1,032
Military Specific	0	0	0	0	0	0	0

- Among residents currently not employed but interested in working, the highest demand for training is also found in the computer and mathematical occupations, followed by occupations in the construction and extraction fields.

TABLE 36
FIRST PREFERENCE FOR TRAINING AMONG NOT EMPLOYED HOUSEHOLD SURVEY RESPONDENTS INTERESTED IN WORKING
Source: YA Residential Survey, Summer 2006

Occupation (O*NET Category)	Statewide	Northwestern Region	Northcentral Region	Northeastern Region	Southeastern Region	Southcentral Region	Western Region
Management	2,994	426	188	0	1,046	1,004	330
Business and Financial Operations	0	0	0	0	0	0	0
Computer and Mathematical Operations	5,989	1,560	377	860	523	2,008	661
Architecture and Engineering	641	426	0	215	0	0	0
Life, Physical, and Social Science	1,381	0	0	0	1,046	335	0
Community and Social Services	926	0	188	215	523	0	0

FIRST PREFERENCE FOR TRAINING AMONG NOT EMPLOYED HOUSEHOLD SURVEY RESPONDENTS INTERESTED IN WORKING
Source: YA Residential Survey, Summer 2006

Occupation (O*NET Category)	Statewide	Northwestern Region	Northcentral Region	Northeastern Region	Southeastern Region	Southcentral Region	Western Region
Legal	614	284	0	0	0	0	330
Education, Training, and Library	926	0	188	215	523	0	0
Arts, Design, Entertainment, Sports, and Media	572	142	0	430	0	0	0
Healthcare Practitioners and Technical	2,329	284	188	0	523	1,004	330
Healthcare Support	2,296	709	188	215	523	0	661
Protective Service	2,471	426	0	0	1,046	669	330
Food Preparation and Serving-related	545	142	188	215	0	0	0
Building and Grounds Cleaning and Maintenance Operations	284	284	0	0	0	0	0
Personal Care and Service	802	142	0	0	0	0	661
Sales and Related	2,757	0	0	0	2,092	335	330
Office and Administrative Support	2,183	284	377	0	523	669	330
Farming, Fishing, and Forestry	0	0	0	0	0	0	0
Construction and Extraction	3,083	993	0	430	0	669	991
Installation, Maintenance, and Repair	1,137	284	0	0	523	0	330
Production	1,279	426	188	0	0	335	330
Transportation and Material-moving	477	142	0	0	0	335	0
Military Specific	0	0	0	0	0	0	0

LABOR COST

1. **Table 37 shows that wages in the regions are generally lower than U.S. averages where data is available.** Overall average employee earnings statewide are 82.2% of the national average. Among the industry sectors, earnings range from 53.9% of the national average (arts, entertainment, and recreation sector) to 100.8% in the transportation and warehousing sector.

TABLE 37
AVERAGE ANNUAL EARNINGS BY NAICS 2004
Source: County Business Patterns

NAICS	Industry Sector	Southeastern Region	Northwestern Region	Northeastern Region	Southcentral Region	Northcentral Region	Western Region	Wyoming	U.S.
-----	Total	\$26,494	\$25,857	\$39,288	\$30,634	\$25,533	\$31,391	\$30,404	\$36,967
11----	Forestry, fishing, hunting, and ag support	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$28,684
21----	Mining	N/A	\$48,404	\$60,647	\$50,734	\$43,258	N/A	\$55,670	\$56,880
22----	Utilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$63,443
23----	Construction	N/A	\$32,297	\$38,609	\$34,341	\$31,879	\$37,621	\$34,377	\$40,355
31----	Manufacturing	N/A	N/A	N/A	N/A	\$29,630	\$55,430	\$42,133	\$42,890
42----	Wholesale trade	N/A	\$33,729	N/A	\$43,011	\$32,823	\$45,630	\$41,539	\$49,191
44----	Retail trade	\$20,280	\$21,792	\$21,133	\$21,201	\$20,140	\$21,329	\$20,995	\$21,758
48----	Transportation & warehousing	N/A	\$31,297	\$41,253	\$42,133	\$28,188	\$37,057	\$36,444	\$36,167
51----	Information	N/A	N/A	N/A	\$30,336	\$31,265	\$33,695	\$32,453	\$57,725
52----	Finance & insurance	N/A	N/A	\$33,813	\$36,869	\$42,248	\$38,157	\$35,479	\$65,180
53----	Real estate & rental & leasing	N/A	\$21,227	\$30,554	N/A	\$21,209	\$29,674	\$27,115	\$35,528
54----	Professional, scientific & tech. services	\$33,675	\$29,639	\$33,970	\$39,559	\$31,725	\$39,599	\$35,353	\$56,369
55----	Management of companies & enterprises	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$67,607
56----	Admin., support, waste mgt., remediation services	N/A	N/A	\$23,004	N/A	\$35,912	\$19,434	\$21,420	\$27,049
61----	Educational services	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$27,749
62----	Health care and social assistance	N/A	\$26,158	\$32,593	\$33,941	\$29,102	\$30,128	\$30,989	\$35,400
71----	Arts, entertainment & recreation	N/A	\$16,304	N/A	N/A	\$16,457	N/A	\$14,459	\$26,844
72----	Accommodation & food services	\$10,863	\$12,355	\$10,616	\$10,988	\$12,203	\$15,770	\$12,537	\$13,691
81----	Other services (except public administration)	\$18,255	\$22,714	\$26,280	\$21,199	\$15,388	\$23,280	\$21,082	\$22,618
99----	Unclassified establishments	N/A	N/A	N/A	\$12,500	N/A	N/A	N/A	\$19,637

- See Table 38 for earnings by select occupation for Wyoming and the U.S., and Exhibit C-9 for median earnings for select cities in Wyoming by select occupation.

**TABLE 38
AVERAGE ANNUAL EARNINGS, 2004**
Source: America's Career InfoNet (O*Net)

O*NET Occupation	Wyoming	U.S.	% Difference
Architects, Except Landscape and Naval	\$49,500	\$61,400	24.0%
Engineering Technicians, Except Drafters, All Other	\$45,600	\$51,700	13.4%
Accountants and Auditors	\$39,800	\$51,300	28.9%
Computer Programmers	\$43,300	\$63,000	45.5%
Network and Computer Systems Administrators	\$43,400	\$59,100	36.2%
Industrial Machinery Mechanics	\$41,200	\$39,300	-4.6%
Maintenance Workers, Machinery	\$45,400	\$33,100	-27.1%
Office Clerks, General	\$20,300	\$23,000	13.3%
Secretaries, Except Legal, Medical, and Executive	\$22,100	\$26,500	19.9%
Machinists	\$36,900	\$34,100	-7.6%
Welders, Cutters, Solderers, and Brazers	\$34,500	\$30,800	-10.7%
Securities, Commodities, and Financial Services Sales Agents	\$43,200	\$65,200	50.9%
Driver/Sales Workers	\$13,900	\$20,300	46.0%
Laborers and Freight, Stock, and Material Movers, Hand	\$20,600	\$20,400	-1.0%

- These lower employee earnings are not matched by a lower cost of living. For individuals owning their own homes, the cost of living in Wyoming is roughly 97%-98% of the national average. For renters, it is about 92%-93% of the U.S. average, depending upon income level.
- 2. **On average, the wages for which not-employed and underemployed residents are willing to work are low to moderate.** Statewide, employed residents who consider themselves underemployed would be willing to accept a new position for an average salary of \$46,483 (\$22.35/hr.) and a median salary of \$39,569.

TABLE 39
WAGE EXPECTATIONS FOR A BETTER JOB ACCORDING TO UNDEREMPLOYED RESIDENTS
Source: YA Residential Survey, Summer 2006

Wage Expectations	Statewide	Northwestern Region	Northcentral Region	Northeastern Region	Southeastern Region	Southcentral Region	Western Region
Annual Median	\$39,569	\$37,720	\$45,000	\$41,600	\$36,720	\$40,000	\$41,600
Annual Average	\$46,483	\$42,729	\$56,324	\$48,123	\$43,829	\$48,909	\$46,528
Calculated Avg. Hourly Rate	\$22.35	\$20.54	\$27.08	\$23.14	\$21.07	\$23.51	\$22.37

- Not-employed residents who want to work would be willing to enter the workforce for an average salary of \$23,036 (\$11.07/hr.), and a median annual salary of \$17,583 (\$8.54/hr). These wages are relatively low, which may be due to the profile of this segment of the population: they are relatively young (24.6% are between the ages of 18 and 24), low or modestly educated compared to the state's working population (49.8% have a high school education or less; 17.6% do not have a high school diploma), and have a modest working-skills history (15.5% were last employed in food preparation and serving-related jobs, and 14.7% were last employed in sales and related occupations). The desired wage is also low because of the high proportion of this population group that wants part-time work (46.3%). The high proportion of retirement-aged residents in this group (4.2%) may also be a contributing factor.

TABLE 40
WAGE EXPECTATIONS FOR NOT-EMPLOYED RESIDENTS INTERESTED IN EMPLOYMENT
Source: YA Residential Survey, Summer 2006

Wage Expectations	Statewide	Northwestern Region	Northcentral Region	Northeastern Region	Southeastern Region	Southcentral Region	Western Region
Annual Median	\$17,583	\$16,640	\$17,680	\$18,720	\$16,000	\$18,720	\$18,720
Annual Average	\$23,036	\$22,694	\$25,822	\$26,978	\$20,616	\$21,723	\$22,492
Calculated Avg. Hourly Rate	\$11.07	\$10.91	\$12.41	\$12.97	\$9.91	\$10.44	\$10.81

- The availability of health and other insurance plays a moderate role in a not-employed resident's decision to accept employment.** Among not-employed residents interested in employment, 49% indicate they would accept a job without insurance. This is higher than in many other WDG-studied areas, but may be affected by the high percentage of these residents that want part-time rather than full-time work (46.3%), and the high proportion of these residents with work histories in industries that frequently do not pay for insurance coverage (sales, food preparation and construction). The willingness to accept a job without employer insurance coverage is not affected by age, as shown in Table 42. The percentage of residents willing to work without employer-paid insurance coverage is generally consistent across the age groups profiled, except in the over-55-year-old groups, where the percentages are higher (but the percentage of residents in these over-55-year-old age groups is lower than in the other cohort groups).

TABLE 41
INSURANCE AVAILABILITY AS FACTOR IN JOB ACCEPTANCE AMONG NOT-EMPLOYED RESIDENTS INTERESTED IN EMPLOYMENT

Source: YA Residential Survey, Summer 2006

Role of Insurance in Job Acceptance	Statewide	Northwestern Region	Northcentral Region	Northeastern Region	Southeastern Region	Southcentral Region	Western Region
Must be provided (paid for) by employer	20.5%	32.4%	11.8%	26.1%	8.7%	14.3%	32.4%
Employer must make available for reasonable cost	30.5%	16.2%	23.5%	30.4%	39.1%	42.9%	23.5%
Would accept a job without insurance	49.0%	51.5%	64.7%	43.5%	52.2%	42.9%	44.1%
Total	100%	100%	100%	100%	100%	100%	100%

TABLE 42
INSURANCE AVAILABILITY AS FACTOR IN JOB ACCEPTANCE AMONG NOT-EMPLOYED RESIDENTS INTERESTED IN EMPLOYMENT BY AGE COHORTS

Source: YA Residential Survey, Summer 2006

Role of Insurance in Job Acceptance	Age Cohorts			
	< 25 years	25-34 years	35-44 years	45-54 years
Must be provided (paid for) by employer	20.5%	29.6%	32.3%	18.6%
Employer must make available for reasonable cost	31.8%	25.0%	25.8%	34.9%
Would accept a job without insurance	47.7%	45.5%	41.9%	46.5%
Total	100%	100%	100%	100%

4. **Benefits offered by area employers are varied.** As can be seen in Table 43, the most commonly reported fringe benefit offered by state employers is partial days off, followed by company sponsored picnics or similar benefits and effective employee suggestion systems.

TABLE 43
FRINGE BENEFITS OFFERED BY AREA EMPLOYERS
Source: WDG Employer Survey, Fall 2006

Benefit	% of Employers Offering Benefit
Health insurance for dependents	53.2%
Tuition reimbursement	38.7%
On-site daycare	2.8%
Daycare subsidy	3.4%
Flextime	45.9%
Telecommuting	8.9%
Job sharing	23.1%
Partial days off	75.4%
Effective employee suggestion systems	62.5%
Frequent employee recognition programs	46.1%
Company sponsored picnics or similar events	62.3%
Health club on-site or membership	10.3%

WYOMING PERKINS IV SECONDARY ALLOCATED APPLICATION

WYOMING PERKINS IV SECONDARY ALLOCATED GRANT APPLICATION

PERKINS PROGRAM SUMMARY AT A GLANCE

Program-Specific Information, Requirements, Rules and Regulations, Examples of Allowable Activities

Purpose of Program

To develop more fully the academic, vocational and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

Perkins IV has authorized the legislation through Fiscal Year 2012, for a total of six years instead of the current five. The bulk of the law is similar to the 1998 Perkins Act; however there are some significant changes in content and focus. Several themes are evident; accountability for results and program improvement at all levels, increased coordination within the CTE system, stronger academic and technical integration, connections between secondary and postsecondary education, and links to business and industry.

The term “career and technical education” is used in the new Act instead of “vocational education”. Tech Prep programs may be maintained as a separate federal funding stream or an eligible agency may choose to consolidate all, or a portion of Tech Prep funds into the state basic grant. The Wyoming Department of Education has chosen to merge Tech Prep Funds into the Basic State Grant.

Perkins Distribution Formula

- 30 percent allocated to local educational agencies (LEAs) based on the number of 5 to 17 year-olds who reside in the school district.
- 70 percent allocated to LEAs based on the number of 5 to 17 year-olds in families below the poverty line, based on data collected under ESEA.

Local Plan for CTE Programs

Local secondary and postsecondary eligible recipients need to submit a local plan in order to qualify to receive Perkins funds. The plan must correspond to the time period covered by the state plan (either a six-year plan or a transition plan followed by a five year plan). The state will establish requirements for the submission of the local plan.

Supplement not Supplant

Funds made available under Perkin IV for CTE activities shall supplement, and not supplant non-Federal funds expended to carry out career and technical education activities.

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Limitation for Certain Students

Funds may not be used to provide CTE programs to students prior to the seventh grade. However, students below grade seven are not prohibited from using equipment and facilities purchased with funds under Perkins IV.

Administrative Costs

Each eligible recipient receiving funds under this Act may not use more than 5% for administrative purposes. The term “administration,” when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities. The 5% limit includes the district’s indirect cost.

Accountability

The 2006 Act adds a new section on local accountability that will require local programs to set specific performance targets on each performance indicator and be responsible for meeting these targets. Locals may choose to accept the state performance targets or work with the state to negotiate levels more applicable to their specific circumstances.

Professional Development

Under Perkins IV professional development must be high quality, sustained, intensive and focused on instruction. This is consistent with the definition in Section 9101(34) of ESEA, which prohibits one-day or short workshops or conferences (unless the workshops or conferences are part of a larger series of professional development activities).

Special Populations

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;
- individuals preparing for non-traditional fields;
- single parents, including single pregnant women;
- displaced homemakers; and
- individuals with limited English proficiency

WYOMING PERKINS IV SECONDARY ALLOCATED GRANT APPLICATION

Advisory Committee

The district is required that each CTE program of study have a CTE Advisory Committee to provide input into the program. The committee should meet at least two times a year. Representatives from the advisory committee(s) may provide input for the Consolidated Grant Planning Meeting(s). A program of study advisory committee should have the following representation:

- 2-5 business/industry employees
- 2-5 high school students, it is recommended that at least one student be a member of a CTSO
- 2-6 CTE teachers
- 1 teacher from a core area (math, reading/language arts, science, social studies)
- 1-3 parents/guardians
- 1 private/home school representative(if applicable)
- 1 charter school representative (if applicable)
- 1 school counselor
- 1 school administrator

Career and Technical Student Organizations

Funds to assist career & technical student organizations may not include: student/teacher travel, registration fees, food and lodging to attend national or state competition and conferences; purchase of supplies, jackets, and other effects for students' personal ownerships; purchase of awards for recognition of students, advisors and other individuals; or payment of membership dues. Funds may be used to promote the organization as a whole through providing guest speakers, postage for mailing flyers, publications, etc.

Perkins Funding Timeline

The Perkins Act of 2006 addressed the period of time to which an eligible recipient does not expend all of the amounts the eligible recipient is allocated for such year under section 131 or 132, the eligible recipient shall return any unexpended amounts to the eligible agency to be reallocated. An academic year, while not defined in the current law, was defined in the previous authorization and is used interchangeably with "program year". The terms were to mean the 12-month period during which a state operates its career and technical education program (which is most generally a period beginning on July 1 and ending on the following June 30). Liquidation of these funds can occur after the end of the academic year, making the funds available to eligible recipients for a period of 15 months. Funds not obligated and expended by September 30, 2008, must be returned to WDE for reallocation.

The WDE receives the Perkins Basic State grant, split-funded, in July and October. The State must make these funds available to eligible recipients for only one academic year, as defined above, from July 1, 2007 through June 30, 2008.

WYOMING PERKINS IV SECONDARY ALLOCATED GRANT APPLICATION

Annual Performance Report

The annual Performance Report must be received by May 30, 2008.

PERKINS CAREER AND TECHNICAL EDUCATION ACTIVITIES AND ALLOCATIONS

Obligation of Funds

Funds can not be obligated until the WDE has approved the consolidated grant application. Once approved, changes in project goal(s), objective(s) or activities will require formal amendment, the Consolidated Grant Fiscal/Amendment Extension Request. Budget changes of less than 10% of the grant total do not require a formal amendment.

Uses of funds

Perkins funds are to be used to improve or start new programs not to maintain the status quo. Funds can not be used to pay instructors' salaries to provide the same programs year after year. For example, Perkins funds can not be used to subsidize the cost of an automotive program if the program offers the identical curriculum offered in previous years. It would be permissible to use funds to modify the curriculum, update or develop a totally new curriculum for the automotive program. Perkins funds may be used for new, expanded, and improved programs for up to three years. Therefore, a project is eligible for three years of funding-the year of its inception and the two following years.

Perkins funds may be used to pay teachers salaries/benefits, equipment and other expenses for three years when improving or starting new programs. After the third year the district is to sustain the cost of the program (example: when improving or starting a new program using Perkins funds, the first year Perkins funds may pay 75% of the teacher(s) salary/benefits, 50% the second year, 25% the third year, and the fourth year the district will sustain the teacher(s) salary/benefits).

- Allowable expenditures:
 1. Professional development
 2. Salaries/benefits
 3. Transportation
 4. Materials and supplies
 5. Maintenance and repair
 6. Equipment
- Unallowable expenditures:
Food for any type of meeting

WYOMING PERKINS IV SECONDARY ALLOCATED GRANT APPLICATION

Programs of Study

Under Perkins 2006 states have the responsibility to create and/or recognize a series of CTE offerings called “CTE Programs of Study. These Programs of Study are to be adopted by local recipients at high schools, community colleges (and possibly the four-year university). Each Program of Study is a cohesive set of academic and technical content that seamlessly connects high school CTE courses with postsecondary programs (at both community college and four year degree programs) and leads to a to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Each local recipient of Perkins funds (school district or community/technical college) must offer the portion of at least one Program of Study that is appropriate to its students. Wyoming has adopted sixteen Career Clusters as defined by the National Association of State Directors of Career Technical Education and the United States Department of Education. Thus, the following Career Clusters are the Career Technical Education Programs of Study for Wyoming:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Business Management and Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Manufacturing, Marketing
- Sales and Service
- Transportation, Distribution and Logistics
- Arts, AV Technology and Communication
- Government and Public Administration
- Law, Public Safety and Security
- Education and Training
- Science, Technology, Engineering and Mathematics
- Finance

WYOMING PERKINS IV SECONDARY ALLOCATED GRANT APPLICATION

DEFINITIONS

All Aspects of an Industry

Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

Articulation Agreement

A written commitment that is agreed upon at the state level or approved annually by the lead administrators of a secondary institution and a postsecondary institution, or a sub baccalaureate degree granting postsecondary institution and a baccalaureate degree granting institutions; to a program that is designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate or a degree and is linked through credit transfer agreements between the two institutions.

Career and Technical Education

Organized educational activities that offer a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree, may include prerequisite course (other than a remedial course) that meet other requirements; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

Secondary Level CTE Participant

A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

Secondary Level CTE Concentrator

A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

Postsecondary/Adult Level CTE Participant

A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

WYOMING PERKINS IV SECONDARY ALLOCATED GRANT APPLICATION

Postsecondary/Adult Level CTE Concentrator

A postsecondary/adult student who:

- (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or
- (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

Scientifically Based Research

Research that is carried out using scientific based research standards, as defined in “Section 102 of the Education Sciences Reform Act of 2002

WYOMING PERKINS IV SECONDARY ALLOCATED GRANT APPLICATION

PERKINS CAREER & TECHNICAL ACTIVITIES/USES & ALLOCATIONS

Check any allowable activities/uses for which you plan to use **Perkins** funds in 2007-08, provide details where requested, and indicate dollar amount allocated for each category. **Funding amounts shown in this section must equal the total allocation for this grant program.** No funds may be transferred into or out of the Perkins grant.

PERKINS ACTIVITIES/USES:	FUNDING AMOUNT FROM <u>THIS</u> GRANT ALLOCATION (use <u>whole</u> dollars only, no cents)	FUNDING AMOUNTS TRANSFERRED IN FROM OTHER PROGRAMS (use <u>whole</u> dollars only, no cents)	FEDERAL GOAL(S) EACH FUNDED ACTIVITY WILL MEET (check all that apply):
REQUIRED USES:			
<input type="checkbox"/> 1. Strengthen the academic and career and technical skills of students participating in career technical education (CTE) programs through the integration of academics with CTE programs.	\$	<input type="checkbox"/> #1- Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5- Graduation	
Specify:			
<input type="checkbox"/> 2. Link CTE at the secondary level and the postsecondary level, including by offering the relevant elements of not less than one program of study.	\$	<input type="checkbox"/> #1- Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5- Graduation	
Specify:			
<input type="checkbox"/> 3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	\$	<input type="checkbox"/> #1- Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5- Graduation	
Specify:			
<input type="checkbox"/> 4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.	\$	<input type="checkbox"/> #1- Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5- Graduation	
Specify:			

WYOMING PERKINS IV SECONDARY ALLOCATED GRANT APPLICATION

PERKINS ACTIVITIES/USES:	FUNDING AMOUNT FROM <u>THIS</u> GRANT ALLOCATION (use <u>whole</u> dollars only, no cents)	FUNDING AMOUNTS TRANSFERRED IN FROM OTHER PROGRAMS (use <u>whole</u> dollars only, no cents)	FEDERAL GOAL(S) EACH FUNDED ACTIVITY WILL MEET (check all that apply):
<u>NOTE:</u> Basic grant funds are divided into two categories: (1) required uses of funds and (2) permissive uses of funds. Local education agencies and postsecondary institutions must meet the mandatory requirements before they can spend Basic Grant funds on the permissive activities. Local educational agencies may use other funding sources to meet the requirements but they must have documentation sufficient to demonstrate that the requirements have been met before they can use Basic Grant funds on permissive activities.			
<input type="checkbox"/> 5. Provide in-service and pre-service professional development programs to teachers, faculty, and administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry involve internship programs that provide relevant business experience, and train teachers in the effective use and application of technology.	\$		<input type="checkbox"/> #1- Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5- Graduation
Specify:			
<input type="checkbox"/> 6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.	\$		<input type="checkbox"/> #1- Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5- Graduation
Specify:			
<input type="checkbox"/> 7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	\$		<input type="checkbox"/> #1- Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5- Graduation
Specify:			
<input type="checkbox"/> 8. Provide services and activities that are of sufficient size, scope and quality to be effective.	\$		<input type="checkbox"/> #1- Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5- Graduation
Specify:			
<input type="checkbox"/> 9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.	\$		<input type="checkbox"/> #1- Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5- Graduation
Specify:			

WYOMING PERKINS IV SECONDARY ALLOCATED GRANT APPLICATION

PERKINS ACTIVITIES/USES:

NOTE: Local education agencies and postsecondary institutions that can demonstrate they meet the required uses of funds (see allowable use of local funds) may use Basic Grant funds on the following permissive activities.

FUNDING AMOUNT FROM THIS GRANT ALLOCATION (use whole dollars only, no cents)	FUNDING AMOUNTS TRANSFERRED IN FROM OTHER PROGRAMS (use whole dollars only, no cents)	FEDERAL GOAL(S) EACH FUNDED ACTIVITY WILL MEET (check all that apply):
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PERMISSIBLE USES		\$	<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5-Graduation
<input type="checkbox"/> 1. Involving parents, businesses and labor organizations, in the design, implementation and evaluation of CTE programs. Specify:		\$	
<input type="checkbox"/> 2. Providing career guidance and academic counseling, which may include information described in Section 118, for students participating in CTE programs, that improve graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults. Specify:		\$	<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5-Graduation
<input type="checkbox"/> 3. Local education and business partnerships, including for work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. Specify:		\$	<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5-Graduation
<input type="checkbox"/> 4. Providing programs for special populations. Specify:		\$	<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5-Graduation
<input type="checkbox"/> 5. Assisting career and technical student organizations. Specify:		\$	<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5-Graduation
<input type="checkbox"/> 6. Mentoring and support services. Specify:		\$	<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5-Graduation
<input type="checkbox"/> 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. Specify:		\$	<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5-Graduation

WYOMING PERKINS IV SECONDARY ALLOCATED GRANT APPLICATION

<input type="checkbox"/> 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.		<input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5- Graduation
Specify:		
<input type="checkbox"/> 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.	\$	<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5- Graduation
Specify:		
<input type="checkbox"/> 10. Developing initiatives that facilitate the transition of sub baccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.	\$	<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5- Graduation
Specify:		
<input type="checkbox"/> 11. Providing activities to support entrepreneurship education and training.	\$	<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5- Graduation
Specify:		
<input type="checkbox"/> 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.	\$	<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5- Graduation
Specify:		
<input type="checkbox"/> 13. Developing and supporting small, personalized career themed learning communities.	\$	<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5- Graduation
Specify:		
<input type="checkbox"/> 14. Providing support for family and consumer sciences programs.	\$	<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5- Graduation
Specify:		

WYOMING PERKINS IV SECONDARY ALLOCATED GRANT APPLICATION

<input type="checkbox"/> 15. Providing support for family and consumer sciences programs.	\$		<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5-Graduation
Specify:			
<input type="checkbox"/> 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.	\$		<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5-Graduation
Specify:			
<input type="checkbox"/> 17. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.	\$		<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5-Graduation
Specify:			
<input type="checkbox"/> 18. Supporting training and activities (such as mentoring and outreach) in nontraditional fields.	\$		<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5-Graduation
Specify:			
<input type="checkbox"/> 19. Providing support for training programs in automotive technologies.	\$		<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5-Graduation
Specify:			
<input type="checkbox"/> 20. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.	\$		<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5-Graduation
Specify:			
<input type="checkbox"/> 21. Supporting other CTE activities consistent with the purpose of the Act.	\$		<input type="checkbox"/> #1-Standards <input type="checkbox"/> #2-LEP <input type="checkbox"/> #3-HQ <input type="checkbox"/> #4-S&DF <input type="checkbox"/> #5-Graduation
Specify:			
Administrative Activities. Please be as specific as possible.			
<input type="checkbox"/> a. Indirect Costs (<u>only if district has a pre-approved rate)</u> Rate: _____ %	\$		
b. Administrative Services			
Specify:		\$	
		\$	
Total Funds Used By District For All Perkins Activities Listed Above (<i>must equal GRAND TOTAL below</i>):		\$	

GRAND TOTAL OF FUNDS ALLOCATED FOR USE IN <u>PERKINS ACTIVITIES</u> FROM WDE ALLOCATION LETTER (<i>must equal Grand Total amount shown in previous table</i>):	= \$ _____
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WYOMING PERKINS IV SECONDARY ALLOCATED GRANT APPLICATION

WYOMING PERKINS IV SECONDARY ALLOCATED GRANT APPLICATION

PROGRAMS OF STUDY

Wyoming statutes require Career Technical Education programs offered in grades nine (9) through (12) to consist of a sequence of three or more Career Technical courses within a career cluster. Indicate the Program(s) of Study and sequence of courses offered by your district or institution.

(Check to indicate the Program(s) of Study offered by your district or institution.)

<input type="checkbox"/> Manufacturing, Marketing 1) _____ 2) _____ 3) _____ Location of Program*	<input type="checkbox"/> Government and Public Administration 1) _____ 2) _____ 3) _____ Location of Program	<input type="checkbox"/> Agriculture, Food and Natural Resources 1) _____ 2) _____ 3) _____ Location of Program	<input type="checkbox"/> Human Services 1) _____ 2) _____ 3) _____ Location of Program
<input checked="" type="checkbox"/> Sales and Service 1) _____ 2) _____ 3) _____ Location of Program	<input type="checkbox"/> Law, Public Safety and Security 1) _____ 2) _____ 3) _____ Location of Program	<input type="checkbox"/> Architecture and Construction 1) _____ 2) _____ 3) _____ Location of Program	<input type="checkbox"/> Information Technology 1) _____ 2) _____ 3) _____ Location of Program
<input type="checkbox"/> Transportation, Distribution and Logistics 1) _____ 2) _____ 3) _____ Location of Program	<input type="checkbox"/> Finance 1) _____ 2) _____ 3) _____ Location of Program	<input type="checkbox"/> Business Management and Administration 1) _____ 2) _____ 3) _____ Location of Program	<input type="checkbox"/> Education and Training 1) _____ 2) _____ 3) _____ Location of Program
<input type="checkbox"/> Arts, AV Technology and Communication 1) _____ 2) _____ 3) _____ Location of Program	<input type="checkbox"/> Hospitality and Tourism 1) _____ 2) _____ 3) _____ Location of Program	<input type="checkbox"/> Health Science 1) _____ 2) _____ 3) _____ Location of Program	<input type="checkbox"/> Science, Technology, Engineering and Mathematics 1) _____ 2) _____ 3) _____ Location of Program

*Indicate the secondary attendance center where the selected program of study is located.

WYOMING PERKINS IV SECONDARY ALLOCATED GRANT APPLICATION

PROGRAM OF STUDY _____

(Provide a separate form for each program of study offered)

	Total for This Budget Code	USE OF FUNDS
Salaries*		
100		
Employee Benefits		
200		
Purchased Services		
300		
Supplies & Materials		
400		
Capital Outlay		
500		
Indirect Costs		
600		
TOTAL		

*Not more than 5% of allocation to be used for program manager's salary.

WYOMING PERKINS IV SECONDARY ALLOCATED GRANT APPLICATION

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

**Postsecondary Perkins IV
Allocated Federal Funds Application
Program Year 2007-2008**

I. Applicant: _____

Address: _____

II. Project Dates: **7/1/07 – 9/30/08**

III. Perkins Representative (contact person):

Name of Contact Person _____ *Telephone* _____

IV. President or Authorized Representative

Signature of President/Authorized Representative _____ *Telephone* _____

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

PERKINS PROGRAM SUMMARY AT A GLANCE

Program-Specific Information, Requirements, Rules and Regulations, Examples of Allowable Activities

Purpose of Program

To develop more fully the academic, career and technical skills of secondary and postsecondary students who elect to enroll in career and technical education (CTE) programs.

Perkins IV (The Carl D. Perkins Career and Technical Education improvement Act of 2006) has authorized the legislation through Fiscal Year 2012, for a total of six years instead of the current five. The bulk of the law is similar to the 1998 Perkins Act; however there are a few significant changes in content and focus. Several themes are evident; accountability for results and program improvement at all levels, increased coordination within the CTE system, stronger academic and technical integration, connections between secondary and postsecondary education, and links to business and industry.

The term “career and technical education” is used in Perkins IV instead of “vocational education,” Tech Prep programs may be maintained as a separate federal funding stream or an eligible agency (the state education agency responsible for the Perkins Act) may choose to consolidate all, or a portion of Tech Prep funds into the state basic grant. The Wyoming Department of Education has chosen to merge Tech Prep Funds into the Basic State Grant.

Perkins Distribution formula for Postsecondary Education

- Based on the percentage of enrolled students at the postsecondary institution who receive Pell Grants compared to enrolled students that receive Pell Grants at all Perkins-participating postsecondary institutions in the State.

Local Plan for CTE Programs

Postsecondary institutions (eligible recipients) need to submit a local plan in order to qualify to receive Perkins funds. The plan must correspond to the time period covered by the state plan (either a six-year plan or a transition plan followed by a five year plan). The state will establish requirements for the submission of the local plan.

Supplement not Supplant

Funds made available under Perkin IV for CTE activities shall supplement, and not supplant non-Federal funds expended to carry out career and technical education activities.

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

Administrative Costs

Each eligible recipient receiving funds under Perkins IV may not use more than 5% for administrative purposes. The term “administration,” when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under Perkins IV, including supervision, but does not include curriculum development activities, personnel development, or research activities. The 5% limit includes the postsecondary institutions indirect cost.

Accountability

Perkins IV adds a new section on local accountability that will require eligible recipients to set specific performance targets for each performance indicator and be responsible for meeting these targets. These targets are set on an aggregate basis for all CTE concentrators in a school district, a consortium of districts, or postsecondary institutions. The performance targets agreed to with the State are not set on a school by school, or program by program basis. Eligible recipients may choose to accept the state performance targets or work with the state to negotiate levels more applicable to their specific circumstances.

During the Transition Year, postsecondary institutions will not report performance targets. .. In future years, performance indicators will be implemented for postsecondary institutions and eligible recipients will be required to establish performance improvement plans when they fall short of performance targets for specific indicators.

Professional Development

Under Perkins IV professional development must be high quality, sustained, intensive and focused on instruction. This is consistent with the definition in Section 9101(34) of ESEA, which prohibits one-day or short workshops or conferences (unless the workshops or conferences are part of a larger series of professional development activities).

Special Populations

Perkins IV requires the eligible recipient to ensure that special populations have full access to programs, are not discriminated against, and are given supports and services to help them obtain employment in high-skill, high-wage, or high-demand employment in current or emerging occupations. Perkins IV includes the following as special populations:

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;
- individuals preparing for non-traditional fields;
- single parents, including single pregnant women;
- displaced homemakers; and
- individuals with limited English proficiency

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

Advisory Committee

The postsecondary institution is required to establish and/or maintain a CTE Advisory Committee for each CTE Program of Study and ask the Committee to provide input into the program. The Committee should meet at least two times a year. A Program of Study Advisory Committee should have the following representation:

- 2-5 business/industry employees
- 2-5 postsecondary students, it is recommended that at least one student be a member of a CTSO
- 2-6 CTE instructors
- 1 career guidance and academic counselor
- 1 postsecondary administrator

Career and Technical Student Organizations

Funds to assist career and technical student organizations may **not** be used for: student/teacher travel, registration fees, food and lodging to attend national or state competition and conferences; purchase of supplies, jackets, and other effects for students' personal ownerships; purchase of awards for recognition of students, advisors and other individuals; or payment of membership dues. Funds may be used to promote the organization as a whole through providing guest speakers, postage for mailing flyers, publications, etc.

Perkins Funding Timeline

Perkins IV clarified the period of time for which, if an eligible recipient does not expend all of the amounts allocated to the eligible recipient for such year under section 131 or 132, the eligible recipient shall return any unexpended amounts to the eligible agency to be reallocated. An academic year, while not defined in the current law, was defined in the previous authorization and is used interchangeably with "program year". The terms were to mean the 12-month period during which a state operates its career and technical education program (which is most generally a period beginning on July 1 and ending on the following June 30). Liquidation of these funds can occur after the end of the academic year, making the funds available to eligible recipients for a period of 15 months. Funds not obligated and expended by September 30, 2008, must be returned to WDE for reallocation.

The WDE receives the Perkins Basic State grant, as two installments, in July and October. The State must make these funds available to eligible recipients for only one academic year, as defined above, from July 1, 2007 through June 30, 2008.

Annual Performance Report

The annual Performance Report is due from the eligible recipient to the WDE on or before May 30, 2008.

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

PERKINS CAREER AND TECHNICAL EDUCATION ACTIVITIES AND ALLOCATIONS

Obligation of Funds

Funds can not be obligated until the WDE has approved the Postsecondary Grant Application. Once approved, changes in project goal(s), objective(s) or activities will require a formal amendment, the Postsecondary Grant Fiscal/Amendment Extension Request. Budget changes of less than 10% of the grant total do not require a formal amendment.

Uses of funds

Perkins funds are to be used to improve or start new programs not to maintain existing programs on a year-to-year basis. Maintenance of programs is a local funding responsibility. Perkins funds can not be used to pay instructors' salaries to provide the same programs year after year. For example, Perkins funds can not be used to subsidize the cost of an automotive program if the program offers the identical curriculum offered in previous years. It would be permissible to use funds to modify the curriculum, update or develop a totally new curriculum for the automotive program. Perkins funds may be used for new, expanded, and improved programs for up to three years. Therefore, a project is eligible for three years of funding-the year of its inception and the two following years.

Perkins funds may be used to pay teachers salaries/benefits, equipment and other expenses for three years when improving or starting new programs. After the third year the postsecondary institution is to sustain the cost of the program (example: when improving or starting a new program using Perkins funds, the first year Perkins funds may pay 75 percent of the teacher(s) salary/benefits, 50 percent the second year, 25 percent the third year, and the fourth year the district will sustain the teacher(s) salary/benefits).

- Allowable expenditures:
 1. Professional development
 2. Salaries/benefits
 3. Transportation
 4. Materials and supplies
 5. Maintenance and repair
 6. Equipment
- Unallowable expenditures:
Food for any type of meeting

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

Programs of Study

Under Perkins IV, states have the responsibility to create and/or recognize a series of CTE offerings called “CTE Programs of Study. These Programs of Study are to be adopted by local recipients at postsecondary institutions (and possibly the four-year university). Each Program of Study is a coherent set of academic and technical content that seamlessly connects high school CTE courses with postsecondary programs (at both community college and four year degree programs) and leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. Each local recipient of Perkins funds (school district or community/technical college) must offer the portion of at least one Program of Study that is appropriate to its students. Wyoming has adopted sixteen Career Clusters as defined by the States’ Career Cluster Initiative and the United States Department of Education. Thus, the following Career Clusters are the Career Technical Education Programs of Study for Wyoming:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, AV Technology and Communication
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety and Security
- Manufacturing, Marketing
- Sales and Service
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

DEFINITIONS

All Aspects of an Industry

Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

Articulation Agreement

A written commitment that is agreed upon at the state level or at the local level (approved annually by the lead administrators of a secondary institution and a postsecondary institution, or a sub baccalaureate degree granting postsecondary institution and a baccalaureate degree granting institutions) to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate or a degree and is linked through credit transfer agreements between the two institutions.

Career and Technical Education

Organized educational activities that offer a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree, may include prerequisite course (other than a remedial course) that meet other requirements; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

Secondary Level CTE Participant

A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

Secondary Level CTE Concentrator

A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

Postsecondary/Adult Level CTE Participant

A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

Postsecondary/Adult Level CTE Concentrator

A postsecondary/adult student who:

- (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or
- (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

Scientifically Based Research

Research that is carried out using scientifically based research standards, as defined in “Section 102 of the Education Sciences Reform Act of 2002.”

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

PERKINS CAREER & TECHNICAL ACTIVITIES/USES & ALLOCATIONS

Check any allowable activities/uses for which you plan to use **Perkins** funds in 2007-08, provide details where requested, and indicate dollar amount allocated for each category. **Funding amounts shown in this section must equal the total allocation for this grant program.** No funds may be transferred into or out of the Perkins grant.

PERKINS ACTIVITIES/USES:	FUNDING AMOUNT FROM THIS GRANT ALLOCATION (use whole dollars only, no cents)
NOTE: Basic grant funds are divided into two categories: (1) required uses of funds and (2) permissive uses of funds. Local education agencies and postsecondary institutions must meet the mandatory requirements before they can spend Basic Grant funds on the permissive activities. Local educational agencies may use other funding sources to meet the requirements, but they must have documentation sufficient to demonstrate that the requirements have been met before they can use Basic Grant funds on permissive activities.	
REQUIRED USES:	
<input type="checkbox"/> 1. Strengthen the academic and career and technical skills of students participating in career technical education (CTE) programs through the integration of academics with CTE programs.	
Specify: <hr/> <hr/> <hr/>	
<input type="checkbox"/> 2. Link CTE at the secondary level and the postsecondary level, including by offering the relevant elements of not less than one program of study.	
Specify: <hr/> <hr/> <hr/>	
<input type="checkbox"/> 3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	
Specify: <hr/> <hr/> <hr/>	
<input type="checkbox"/> 4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.	
Specify: <hr/> <hr/> <hr/>	
<input type="checkbox"/> 5. Provide in-service and pre-service professional development programs to teachers, faculty, and administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry involve internship programs that provide relevant business experience, and train teachers in the effective use and application of technology.	
Specify: <hr/> <hr/> <hr/>	

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

PERKINS ACTIVITIES/USES:	FUNDING AMOUNT FROM THIS GRANT ALLOCATION (use whole dollars only, no cents)
<u>NOTE:</u> Basic grant funds are divided into two categories: (1) required uses of funds and (2) permissive uses of funds. Local education agencies and postsecondary institutions must meet the mandatory requirements before they can spend Basic Grant funds on the permissive activities. Local educational agencies may use other funding sources to meet the requirements, but they must have documentation sufficient to demonstrate that the requirements have been met before they can use Basic Grant funds on permissive activities.	
<input type="checkbox"/> 6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met. Specify: <hr/>	
<input type="checkbox"/> 7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. Specify: <hr/>	
<input type="checkbox"/> 8. Provide services and activities that are of sufficient size, scope and quality to be effective. Specify: <hr/>	
<input type="checkbox"/> 9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. Specify: <hr/>	

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

PERKINS ACTIVITIES/USES:

NOTE: Local education agencies and postsecondary institutions that can demonstrate they meet the required uses of funds (see allowable use of local funds) may use Basic Grant funds on the following permissive activities.

**FUNDING
AMOUNT FROM
THIS GRANT
ALLOCA-TION
(use whole dollars
only, no cents)**

PERMISSIBLE USES	\$
<input type="checkbox"/> 1. Involving parents, businesses and labor organizations, in the design, implementation and evaluation of CTE programs.	\$
Specify:	\$
<input type="checkbox"/> 2. Providing career guidance and academic counseling, which may include information described in Section 118, for students participating in CTE programs, that improve graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults.	\$
Specify:	\$
<input type="checkbox"/> 3. Local education and business partnerships, including for work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.	\$
Specify:	\$
<input type="checkbox"/> 4. Providing programs for special populations.	\$
Specify:	\$
<input type="checkbox"/> 5. Assisting career and technical student organizations.	\$
Specify:	\$
<input type="checkbox"/> 6. Mentoring and support services.	\$
Specify:	\$
<input type="checkbox"/> 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.	\$
Specify:	\$
<input type="checkbox"/> 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.	\$
Specify:	\$

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

<input type="checkbox"/> 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.	
Specify:	
<input type="checkbox"/> 10. Developing initiatives a\that facilitate the transition of sub baccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.	\$
Specify:	
<input type="checkbox"/> 11. Providing activities to support entrepreneurship education and training.	\$
Specify:	
<input type="checkbox"/> 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.	\$
Specify:	
<input type="checkbox"/> 13. Developing and supporting small, personalized career themed learning communities.	\$
Specify:	
<input type="checkbox"/> 14. Providing support for family and consumer sciences programs.	\$
Specify:	
<input type="checkbox"/> 15. Providing support for family and consumer sciences programs.	\$
Specify:	
<input type="checkbox"/> 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.	\$
Specify:	
<input type="checkbox"/> 17. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.	\$
Specify:	

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

<input type="checkbox"/> 18. Supporting training and activities (such as mentoring and outreach) in nontraditional fields.	\$
Specify:	
<input type="checkbox"/> 19. Providing support for training programs in automotive technologies.	\$
Specify:	
<input type="checkbox"/> 20. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.	\$
Specify:	
<input type="checkbox"/> 21. Supporting other CTE activities consistent with the purpose of the Act.	\$
Specify:	
Administrative Activities. Please be as specific as possible.	
<input type="checkbox"/> a. Indirect Costs (<u>only if district has a pre-approved rate</u>) Rate: _____ %	\$
b. Administrative Services	
Specify:	
\$	
Total Funds Used By District For All Perkins Activities Listed Above (<i>must equal GRAND TOTAL below:</i>)	
\$	
GRAND TOTAL OF FUNDS ALLOCATED FOR USE IN PERKINS ACTIVITIES FROM WDE ALLOCATION LETTER (<i>must equal Grand Total amount shown in previous table:</i>)	
= \$ _____	

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

PROGRAMS OF STUDY

Wyoming statutes require Career Technical Education programs offered in grades nine (9) through (12) to consist of a sequence of three or more Career Technical courses within a career cluster. Indicate the Program(s) of Study and sequence of courses offered by your district or institution.

(Check to indicate the Program(s) of Study offered by your district or institution.)

<input type="checkbox"/> Manufacturing, Marketing 1) _____ 2) _____ 3) _____	<input type="checkbox"/> Government and Public Administration 1) _____ 2) _____ 3) _____	<input type="checkbox"/> Agriculture, Food and Natural Resources 1) _____ 2) _____ 3) _____	<input type="checkbox"/> Human Services 1) _____ 2) _____ 3) _____
<input type="checkbox"/> Sales and Service 1) _____ 2) _____ 3) _____		<input type="checkbox"/> Law, Public Safety and Security 1) _____ 2) _____ 3) _____	
<input type="checkbox"/> Transportation, Distribution and Logistics 1) _____ 2) _____ 3) _____		<input type="checkbox"/> Architecture and Construction 1) _____ 2) _____ 3) _____	
<input type="checkbox"/> Information Technology 1) _____ 2) _____ 3) _____		<input type="checkbox"/> Business Management and Administration 1) _____ 2) _____ 3) _____	
<input type="checkbox"/> Education and Training 1) _____ 2) _____ 3) _____		<input type="checkbox"/> Finance 1) _____ 2) _____ 3) _____	
<input type="checkbox"/> Arts, AV Technology and Communication 1) _____ 2) _____ 3) _____		<input type="checkbox"/> Hospitality and Tourism 1) _____ 2) _____ 3) _____	
<input type="checkbox"/> Health Science 1) _____ 2) _____ 3) _____		<input type="checkbox"/> Science, Technology, Engineering and Mathematics 1) _____ 2) _____ 3) _____	

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

PROGRAM OF STUDY _____

(Provide a separate form for each program of study offered)

	Total for This Budget Code	USE OF FUNDS
Salaries* 100		
Employee Benefits 200		
Purchased Services 300		
Supplies & Materials 400		
Capital Outlay 500		
Indirect Costs 600		
TOTAL		

*Not more than 5% of allocation to be used for program manager's salary.

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Provide input based on LEA or Institutional level.

PERKINS PROGRAM FISCAL AMENDMENT REQUEST

Instructions: Submit one copy. Fill out Perkins Budget Amendment Request only for budget changes greater than 10% of the total grant.

1. Grant Award # _____ Fiscal Year _____ Date of Request _____

2. Applicant Agency _____

Mailing Address _____

- 3 Purpose of Amendment: Budget Change Change Objectives/Activities

- 4. Reason/Description for Amendment**

5. I HEREBY CERTIFY THAT, to the best of my knowledge, the information contained in this budget amendment is correct and that this project will be administered in accordance with the provisions of the program and regulations issued by the U. S. Department of Education.

Superintendent/Agency Head _____ **Date** _____ **Local Coordinator** _____ **Phone** _____

- 6. Amendment Approval (for WDE use ONLY)**

Grant Manager _____ Date _____

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

PERKINS BUDGET AMENDMENT REQUEST

	CURRENT FEDERAL BUDGET	INCREASE AMOUNT	DECREASE AMOUNT	AMENDED FEDERAL BUDGET
100 Salaries				
200 Benefits				
300 Purchased Services (Provide List)				
400 Supplies & Materials (Provide List)				
500 Equipment (Provide List)				
600 Other (Provide List)				
TOTAL				

No Amendment required for 10% or less of total grant

Original Grant Amount

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WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

Assurance Definitions **

Attachment A - Assurances

(**included in this application are assurance definitions for Attachment A, Attachment G, and Attachment H, which only are applicable to Perkins)

The recipient hereby assures that:

1. It will comply with Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) and its implementing regulations (34 C.F.R. Part 100), and in accordance therewith, no person shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance.
2. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, and its implementing regulations (34 C.F.R. part 104) which prohibit discrimination on the basis of disability in programs and activities receiving federal financial assistance.
3. It will comply with Title II of the Americans with Disabilities Act, 42 U.S.C. 12134, et seq. and its implementing regulations (28 C.F.R. Part 35) which prohibit discrimination on the basis of disability by public entities, or it will comply with Title III, 42 U.S.C. 12181 et seq., and its implementing regulations (28 C.F.R. Part 36) which prohibit discrimination on the basis of disability in public accommodations, whichever is applicable.
4. It will comply with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681-1683, and its implementing regulations (34 C.F.R. Part 106) which prohibit discrimination on the basis of sex in education programs and activities receiving federal financial assistance.
5. It will comply with Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., and its implementing regulations (45 C.F.R. Part 90) which prohibit discrimination on the basis of age in programs or activities receiving federal financial assistance.
6. That all contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above cited statutes, regulations, guidelines and standards against those students or employees.
7. It will administer each program in accordance with all statutes, regulations, program plans and applications applicable to that program including but not limited to provisions requiring supplementing not supplanting of non-federal funds and maintenance of effort.
8. The control of funds under each program and title to property acquired with those funds will be in a public agency that will administer those funds and property.
9. It will use fiscal control and separate fund accounting procedures that will ensure proper disbursement of and accounting for federal funds paid to it under each program and shall not commingle state/federal funds.
10. It will retain all records relating to a program for which federal funds are received for a period of three years after the completion of the activity for which the funds are

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

used or until such time greater than three years as all pending reviews or audits have been completed and resolved

11. It has adopted appropriate procedures to implement the terms of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g and its regulations (34 C.F.R. Part 99).
12. None of the funds expended under any programs will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
13. It will establish methods and procedures for payment which minimize the time elapsing between the transfer (receipt) of funds and disbursement by the subgrantee, in accordance with Treasury regulations at 31 C.F. R. Part 205 (30 C.F.R. Part 80.21).
14. It shall repay all funds determined to be due to the federal government as a result of a disallowance decision in a manner deemed to be reasonable by the state or federal government.
15. To the extent authorized by law, it shall indemnify, save and hold harmless the State, its employees and agents, against any and all claims, damages, liability and court awards including costs, expenses and attorneys fees incurred as a result of any act or omission by it, or its employees, agents, subcontractors or assignees in its operation of the programs.
16. It will maintain such records, including those pertaining to fiscal audit and program evaluation and provide access to records upon request to representatives of WDE or the U.S. Department of Education.
17. It has a policy in effect requiring:
 - A. the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to a school under its jurisdiction except such policy may allow its chief administering officer to modify such expulsion requirement for a student on a case-by-case basis.
 - B. A record to be created which describes the circumstances surrounding any expulsions imposed under the policy required by subsection (a) including:
 - (1) the name of the school concerned
 - (2) the number of students expelled from such school; and
 - (3) the types of weapons concerned.
 - C. referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school.
18. No smoking will occur within any indoor facility owned or leased or contracted for and utilized by it for provision of routine or regular kindergarten, elementary, or secondary education, library services, health care or day care or early childhood development services to children.
19. It will make reports to the State Board of Education, the Wyoming Department of Education, or the United States Secretary of Education as may reasonably be necessary to enable those parties to perform their duties.
20. It will provide reasonable opportunities for the participation by teachers, parents and other interested agencies, organizations, and individuals in the planning for and operation of each program.

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21. Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members or the general public.
22. That in the case of any project involving construction:
 - A. the project is not inconsistent with overall state plans for the construction of school facilities, and
 - B. in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and the Americans with Disabilities Act (42 U.S.C. 12201) in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by disabled individuals.
23. It has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

[SOURCES: 20 U.S.C. 1232e; 20 U.S.C. 1232f; 20 U.S.C. 1232g; 20 U.S.C. 1234a; 20 U.S.C. 8921; 34 C.F.R. Part 76; 34 C.F.R. Part 80.]

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Equitable Participation Form

In the space below, provide a description of the steps the college proposes to take to ensure equitable access to, and equitable participation in, federally funded programs, as required by the General Education Provisions Act (GEPA). The statute highlights six types of barriers that can impede equitable access or participation that may be addressed: gender, race, national origin, color, disability or age. If additional space is needed, please attach the necessary pages.

Target Population

	1	2	3	4	5	6	7
	Enrollment in Program			Number of Schools/Sites	Number of students with disabilities	Number with limited English proficiency	Number in institution
	Male	Female	Total				
College Totals							
Perkins Totals							

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

**SINGLE ASSURANCE FORM FOR
STATE ADMINISTERED FEDERAL EDUCATION PROGRAMS**

Sign two copies of this form. Submit one with your application and file one in the central office for review upon request by independent auditors, state and/or federal officials, and constituents of the agency.

Please note that all federal programs are included in this assurance form, even though only the Perkins Allocated Funds Programs is included in this application. Signature of this form will also meet assurance requirements for competitive proposals.

This assurance covers only the programs for which this agency receives federal funds. In addition, items 17 and 18 of Attachment A in the Assurance Definitions apply only to school districts.

Compliance with the included assurances constitutes a condition of continued receipt of federal financial assistance and is binding upon the district, post-secondary institutions, administrative unit, BOCES, or other entity, its successors, transferees and assignees for the duration of the programs.

In the event of failure to comply with these assurances, it is understood that funds can be terminated and the right to receive further assistance can be denied.

The above constitutes the statute required assurances for the receipt of federal funds under the specifically designated programs. In addition, recipients are required to fulfill all statutory, regulatory and program plan requirements inherent in the application and approval process for each program.

As the duly authorized representative of the applicant, I hereby certify that this agency will comply with the enclosed assurances. The agency which I represent has authorized me to file this form, and such is recorded in the minutes of the agency's meeting held on:

_____, 20 _____.

Name and Title of Authorized Representative

Signature

Date

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

Title I, Improving America's Schools Act of 1994 (IASA), Elementary and Secondary Education Act of 1965, as amended, 20 U.S.C. 6301 et. seq. (See Attachments A, B, G, H)

Title I, Part B, Even Start Literacy Programs, IASA (See Attachments A, B, G, H)

Title I, Part C, Education of Migratory Children, IASA (See Attachments A, B, G, H)

Title I, Part D, Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent or At-Risk of Dropping Out, IASA (See Attachments A, B, G, H)

Title II, Eisenhower Professional Development Program, IASA (See Attachments A, E, G, H)

Title IV, Safe and Drug-Free Schools and Communities, IASA (See Attachments A, F, G, H)

Title VI, Innovative Education Program Strategies, IASA (See Attachments A, C, G, H)

Title VII, Bilingual Education, Language Enhancement, and Language Acquisition Programs, IASA (See Attachments A, G, H)

Title XIII, Support and Assistance Programs to Improve Education, Part B, National Diffusion Network, IASA (See Attachments A, G, H)

Individuals with Disabilities Education Act, Parts B and H, IDEA, as amended, 20 U.S.C. 1400 et. seq. (See Attachments A, D, G, H)

Stewart B. McKinney Homeless Assistance Act, as amended, 42 U.S.C. 11431 et. seq. (See Attachments A, G, H, I)

Title III, State and Local Education Systemic Improvement; Goals 2000: Educate America Act, 20 U.S.C. 5800 et. seq. (See Attachments A, G, H, J)

Carl D. Perkins Vocational and Applied Technology Education Act, as amended, 20 U.S.C. 2301 et. seq. (See Attachments A, G, H)

Adult Education Act, 20 U.S.C. 1201 et. seq. (See Attachments A, G, H)

School to Work Opportunities Act of 1994, 20 U.S.C. 6101 et. seq. (See Attachments A, G, H)

National and Community Service Act of 1990, as amended, 42 U.S.C. 12501 et. seq. (See Attachments A, G, H)

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

Attachment G – Applicable to All Federal Funds Recipients

In addition to any other assurances applicable to a federally funded program, the following certifications apply to all programs and are made with an understanding of the definitions and instructions contained on pages 5 – 6 and the recipient hereby assures that:

49. The prospective lower tier participant certifies, by submission of this assurance form and by incorporating this form by reference in each of its applications for federal funds, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any transaction by any federal department or agency.
50. If the certification in paragraph 49 is not true for any particular application for funds, an explanation shall be attached to the particular application in question.

[SOURCES: EXECUTIVE ORDER 12549, 34 C.F.R Part 85]

Definitions:

Lower Tier Participant – Any organization (such as a school district or university) or person receiving a grant or contract under application for funds. This also includes subsequent subgrants and subcontracts.

Covered Transaction – The act of applying for federal funds or submitting a proposal for federal funds.

Lower Tier Transaction – The making of a (1) subgrant to another entity or person or (2) procurement contract by a Lower Tier Participant to some other entity or person for goods or services, regardless of type, expected to equal or exceed a cumulative value of \$25,000.

Principals – An administration head, key project/grant management person, officer, director, within the Lower Tier Participant's organization or a suborganization contracted with (i.e., superintendent and key person in the school district who will exert control or management influence over this project. At a university, it would be the president and principal investigator.)

Instructions for Certification

1. By signing and submitting a proposal, the prospective lower tier participant is stating that it is neither debarred or suspended.
2. This certification is a material representation of fact upon which reliance was placed when this certification was signed. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department and/or agency with which this transaction originated may pursue available remedies, including suspension or debarment from federal funds participation.
3. The prospective lower tier participant shall provide immediate written notice to the organization to which a proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

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4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this certification, have the meanings set out in the Definition and Coverage sections of rules implementing Executive order 12549.

WYOMING PERKINS IV POSTSECONDARY ALLOCATED APPLICATION

Attachment H – Applicable To All Recipients of Federal Grants or Contracts over \$100,000

In addition to any other applicable assurances, the following assurances apply to any subgrant or subcontractor cooperative agreement worth over \$100,000 in federal funds:

The recipient hereby assures that:

51. No federal appropriated funds have been paid or will be paid, by or on behalf of the recipient, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
52. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a federal grant or cooperative agreement the recipient shall complete and submit Standard Form – LLL “Disclosure Form to Report Lobbying” in accordance with its instructions along with the subgrant application, contract or cooperative agreement to which the disclosure applies.
53. The recipient shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and all subrecipients shall certify and disclose accordingly.

The certifications on this page are material representations upon which the U.S. Department of Education rely when making or entering into any grant or cooperative agreement. Any recipient that fails to file the required certification shall be subject to a civil penalty or not less than \$10,000 and not more than \$100,000 for each such failure.

[SOURCE: 31 U.S.C. 1352]

Wyoming Department of Education

RTI Implementation Plan

I. Introduction

Response to intervention (RTI) is the practice of providing high-quality instruction and intervention, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions. Response to intervention is a process of identifying students who are at risk of not learning and ensuring they receive appropriate interventions early, i.e., before failure sets in. Intervening early and monitoring progress has been shown to have a positive impact on student outcomes, reduce disproportionality in identification of minority children for special education, and reduce the overall number of children identified as needing special education.

The reauthorization of the Individuals with Disabilities Education Act (IDEA 2004) provided new opportunities for general and special education to collaborate within the school improvement process under NCLB. Schools have an opportunity to provide early intervening services for children not yet identified as eligible for special education. IDEA 2004 also encourages schools to examine evaluation alternatives to the "discrepancy model" in learning disability identification.

The following are considered the critical components of the RTI process:

- a) Students receive high-quality, research-based general education instruction.
- b) School staff conducts universal screening of academics and behavior in order to identify students who may be at risk of failure.
- c) The school implements methods to continually monitor student performance and identify individual student difficulties.
- d) School staff uses progress monitoring data to make instructional and intervention decisions based on clearly described decision criteria.
- e) School staff implements specific research-based interventions in progressing levels of intensity and uses progress monitoring data to assess the intervention effectiveness.
- f) The school systematically assesses the fidelity or integrity of the implementation of interventions and instructional strategies.
- g) The school has written policies, procedures and operations that describe decision making processes and criteria, keeping parents informed, and other critical features of how RtI is implemented within the school.

II. Purpose

Many schools have already begun to put in place some of the critical components as part of the Reading First initiative or in anticipation of the changes in IDEA 2004. WDE is committed to supporting schools in the implementation and enhancement of response to intervention practices, and to do so received a State Personnel Development Grant (SPDG) to provide extensive training to schools interested in expanding and enhancing their efforts

to implement RTI. The purpose of the training is to ensure that school staffs have the necessary knowledge and skills to implement RTI with fidelity and that LEAs can develop LD identification procedures using RTI data that meet the criteria outlined in state guidance.

III. Desired Outcomes

RTI is a process that has the promise of an array of school improvement benefits and over time WDE expects to see improved data as RTI is expanded across the state. The outcomes expected from this project include:

- School sites implementing effective RTI practices with fidelity as a result of increased skills and knowledge.
- Students experiencing increased academic success through provision of appropriate and timely instructional services.
- Students identified and receiving services according to their need at earlier points, thus reducing the rate of failure and resulting in fewer students referred for special education.

IV. Plan of Action

WDE will:

- a) Invite and select implementation sites.
- b) Provide an external trainer with documented research in the area of implementation of RTI and with experience implementing RTI in a variety of states (Joseph Witt, Ph.D. and iSTEEP Consultants).
- c) Provide ongoing technical assistance to schools as requested, including ensuring the availability of one to three coaches (both internal and external) who can work with schools between training sessions.
- d) Identify individuals to serve as regional coaches. Coaches will be available to work with districts and schools to provide training, ensure fidelity of implementation, identify resources including research-based curriculum and interventions, and assist with evaluation data collection. (See "Coaches" role defined on p. 3).
- e) Evaluate the effects of RTI.
- f) Disseminate outcomes and information across Wyoming through conferences, workshops, web-based resources and newsletters.

Participating districts will:

- a) Identify district leadership to coordinate implementation efforts, including coordination of resources and school improvement efforts.
- b) Identify a district "lead team" that will oversee training across the district.
- c) Identify one or two schools as the implementation sites. These sites will participate in initial training and be part of the district effort to spread the practices district wide.
- d) Coordinate and meet regularly with the national, state/regional or local coach.
- e) Participate in team training and support teams training others within the district.

- f) Work with schools to identify or develop effective data management systems and support efforts to ensure efficient, timely evaluation data collection.

Participating schools will:

- a) Identify a school team to provide leadership and support for the implementation of RTI at the school level.
- b) Complete a self-assessment of existing RTI core elements.
- c) Commit to participate in and complete intensive RTI training, including both e-learning and on-site training opportunities.
- d) Commit to implement components from one training session and bringing data to the next training session as designated by the trainers.
- e) Collect and report student and school outcome measures.
- f) Coordinate resources with Reading First, PBIS, and other similar school improvement efforts.
- g) Participate in district effort to provide training and support to other schools in the district as RTI is implemented district wide.
- h) Present findings at WY sponsored conferences or meetings.

School teams will:

- a) Participate in on-going RTI professional development to ensure the ability to implement interventions effectively for all students in their school, including e-learning and on-site training opportunities.
- b) Meet regularly to review educational data, intervention strategies, and the effectiveness of the current school-wide plan.
- c) Provide training to other school staff members and identify additional training needs of all school staff and parents.
- d) Establish a data management system that allows the team to track progress and effect.
- e) Provide leadership in the development and implementation of interventions for students with intensive needs in collaboration with other community agencies to ensure that needs that extend beyond the school setting is addressed.
- f) Collect RTI data at the individual building level to be submitted as part of the evaluation plan.

The School Team membership should include:

- principal or other administrator
- general education teachers
- special education teacher representative
- school psychologist or speech and language pathologist

Coaches

Selection criteria for coaches include:

- evidence of highly effective classroom or school experience;
- familiarity with various research based curricula and interventions;
- demonstrated organizational skills;

- experience conducting small group training;
- ability/availability to attend training sessions with the districts to which they are assigned;
- willingness to participate in additional coach training sessions to assist with working with districts;
- team and small group facilitation skills; and
- ability to use data for making instructional decisions.

Training Plan

This plan is designed to quickly build state capacity in RTI Implementation by assisting districts to learn, implement and retrain others in the core RTI principles within their district.

- a. Year 1 – Training will include two components, E-learning and on-site training.
 - E-learning (i.e., web-based training) will be provided to the four members of the district lead team prior to attending the regional training session. E-learning will consist of completion of seven courses. Each course can typically be completed within one hour. Participants learn to conduct screening, intervention and progress monitoring by viewing videos, listening to simulations and practicing scoring and interpretation. Feedback is provided.
 - On-site training will consist of three sessions that focus on assessment for screening and progress monitoring, choosing interventions and ensuring integrity of implementation, and data decision making.
- b. Year 2 – Follow-up training will be designed and provided based on the input and needs identified by participants at the end of year 1.

V. Funding

The Wyoming Department of Education will assist schools to implement RTI with the intent of successfully educating and preparing students for life's opportunities. The WDE will support those schools by providing the trainer, training facilities, training materials and expenses necessary to conduct the external evaluations.

Participating schools will be responsible for travel expenses for individual team members that attend the project-related meetings and trainings, including substitute pay. Districts can apply for a modest one time SPDG sub-grant (up to \$1,000) to support their participation in this initiative. However, districts are encouraged to plan for the use of federal funding streams such as IDEA (611, 619 funds) and Titles I, II, IV and V to support school efforts to receive training and implement the critical RTI components. This planning should take place during the development of the district's Consolidated Grant Application in the spring.

VI. Evaluation

WDE will document the results of this plan by using an external evaluator as specified in the SPDG. The evaluation has been designed to use existing data to the maximum

degree possible, however, schools may be asked to submit additional data if it is not available in existing data collection efforts. Specifically the evaluation has been designed to answer the following questions:

1. To what degree did the training lead to an increase in knowledge and skills?
2. Did training and implementation of RTI lead to more appropriate and timely instructional services to students?
3. Did implementation of RTI lead to increased timeliness and accuracy of the special education identification process?

For more information, contact:

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Wyoming Department of Education

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Hathaway Building, 2nd Floor, 2300 Capitol Avenue

Cheyenne, WY 82002-0050

Phone 307-777-7673 Fax 307-777-6234 Website www.k12.wy.us

April 23, 2007

Troy Justesen
Assistant Secretary
Office of Vocational and Adult Education
U.S. Department of Education
400 MD Avenue, SW, PCP
Washington D.C. 20202

Dear Assistant Secretary Justesen:

As provided in section 131(c)(2) of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, the Wyoming Department of Education (WDE) will waive the minimum allocation for rural local educational agencies (LEAs) as required in section 131(c)(1). In cases where the LEA is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the act, Wyoming is requesting this waiver.

WDE believes that Perkins programs are able to maximize the effectiveness of funds by fully participating in the collaboration and coordination across programs already required by WDE. These collaboration and coordination requirements include but are not limited to:

- Collaboration with other federal programs for consolidated grant planning.
- Partnerships across programs, with business and with community constituents required by WDE for technology planning.
- Inclusion of community constituents and coordination across programs to achieve standards and school improvement goals required by accreditation rules and regulations.
- Collaborative efforts amongst postsecondary institutions, business council, workforce services, and state wide scholarship programs as evidenced by the Development of Wyoming Careers program of study.

If you have any questions, please contact Tom Martin by phone at (307) 777-6215 or via email at tmarti@educ.state.wy.us.

Sincerely,

A handwritten signature in black ink that reads "Teri Wigert".

Teri Wigert
Career Technical Education State Director

(LS/ta)

WYOMING Secondary Results for OVAE Negotiations

Indicator	Current Measurement Definitions			Proposed Definition															
	Targets	Statewide Results	Year																
1S1 – Academic Attainment	Percent of vocational concentrators proficient in at least 2 of the 3 Proficiency Assessment for Wyoming Students (PAWS) content areas.			<p>A. Numerator: Number of vocational concentrators who meet NCLB standards on <u>reading</u> on the NCLB Assessment. (who left during reporting year → can use last grade for which assessment given)</p> <p>Denominator: Number of vocational concentrators who took the NCLB assessment in reading.</p> <p>B. Numerator: Number of vocational concentrators who meet NCLB standards on <u>math</u> on the NCLB Assessment. (who left during reporting year → can use last grade for which assessment given)</p> <p>Denominator: Number of vocational concentrators who took the NCLB assessment in math.</p>															
				<table border="1"> <tr> <td>Year</td><td>2005-06</td><td>2004-05</td><td>2003-04</td><td></td></tr> <tr> <td>Targets</td><td>45.49</td><td>44.26</td><td>43.66</td><td></td></tr> <tr> <td>Statewide Results</td><td>61.41</td><td>*</td><td>*</td><td></td></tr> </table>	Year	2005-06	2004-05	2003-04		Targets	45.49	44.26	43.66		Statewide Results	61.41	*	*	
Year	2005-06	2004-05	2003-04																
Targets	45.49	44.26	43.66																
Statewide Results	61.41	*	*																
	* WyCAS was the statewide assessment. The WyCAS and PAWS are not comparable.																		
Indicator	Current Measurement Definitions			Proposed Definition															
	Targets	Statewide Results	Year																
1S2 – Skills Proficiency	Percent of 12th grade vocational concentrators who were proficient or advanced in at least 4 of the 6 Wyoming Career and Technical Assessment (WyCTA) content areas.			<p>Student attainment of career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards and appropriate.</p> <p>(state-recognized CTE standards) (all who have completed the entire sequence and left in reporting year – note use exit reporting group).</p> <p>Will begin establishing state-recognized validated standards for all programs during Year 1.</p>															
2S1 - Completion	Percent of 12th grade vocational concentrators obtaining a high school diploma or its equivalent.			<p>Numerator: Number of senior concentrator who attained a high school diploma and left school in reporting year</p> <p>Denominator: Number of senior concentrators who left school in reporting year.</p> <p><i>GED students!</i></p>															

Indicator		Current Measurement Definitions			Proposed Definitions	
2S2 - Diploma and Credential	Percent of 12th grade vocational concentrators who graduated with a certification or credential.				A proficiency credential, certificate or degree in conjunction with a secondary school diploma.	
Year	2005-06	2004-05	2003-04			
Targets	5.12	4.59	9.00			
Statewide Results	6.83	5.43	6.20			
 Indicator	 Current Measurement Definitions	 Percent of program completers who were followed up and placed in employment, postsecondary, training, education, or the military.	 Numerator: Number of completers who were in postsecondary education, employment and/or military service in the 2 nd quarter (October-December) after leaving secondary education during the reporting year. Denominator: Number of completers who left secondary education in the reporting year.	 Proposed Definitions	 Proposed Definition A proficiency credential, certificate or degree in conjunction with a secondary school diploma.	
3S1 - Placement						
Year	2005-06	2004-05	2003-04			
Targets	86.30	83.05	82.05			
Statewide Results	96.68	96.41	95.48			
 Indicator	 Current Measurement Definitions	 Percent of students in under-represented gender groups who participated in a nontraditional program in the reporting year.	 Numerator: Number of underrepresented participants in non-traditional state-recognized sequences or programs. Denominator: Number of participants in non-traditional state-recognized sequences or programs.	 Proposed Definitions	 Proposed Definition A proficiency credential, certificate or degree in conjunction with a secondary school diploma.	
4S1 – Participation in non-traditional programs						
Year	2005-06	2004-05	2003-04			
Targets	19.84	10.06	9.06			
Statewide Results	28.02	28.65	25.94			
 Indicator	 Current Measurement Definitions	 Percent of students in under-represented gender groups who completed a nontraditional program in the reporting year	 Numerator: Number of underrepresented completers of non-traditional state-recognized sequences or programs who left secondary education in the reporting year. Denominator: Number of completers of non-traditional state-recognized sequences or programs who left secondary education in the reporting year.	 Proposed Definitions	 Proposed Definition A proficiency credential, certificate or degree in conjunction with a secondary school diploma.	
4S2 – Completion of non-traditional programs						
Year	2005-06	2004-05	2003-04			
Targets	22.19	12.45	11.45			
Statewide Results	24.64	30.97	30.56			

WYOMING Post Secondary Results for OVAE Negotiations

Indicator	Current Measurement Definitions	Proposed Definitions
1P1 – Academic Attainment	Percent of GE courses passed with a C or better by vocational concentrators.	
Year	2005-06	2004-05
Targets	95.00	94.00
Statewide Results	97.79	98.69
NO LONGER REQUIRED		
Indicator	Current Measurement Definitions	Proposed Definitions
1P2 – Skills Proficiency	Percent of postsecondary vocational concentrators who were proficient or advanced in at least 4 of 6 Wyoming Career and Technical Assessment (WyCTA) content areas.	Feds: Student attainment of challenging career and technical proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate.
		Number of exiting CTE concentrators who achieve or exceed the state threshold for skill attainment during the reporting period.
		(state or national licensing/certification exams?????)
		Question (entry/exit cohort of students????). Yet to be determined.
Year	2005-06	2004-05
Targets	56.43	51.21
Statewide Results	73.64	64.67
2003-04	49.39	67.44
Indicator	Current Measurement Definitions	Proposed Definitions
2P1 - Completion	Percent of vocational concentrators who have taken at least 2 years of coursework or 60 semester hours or have completed all requirements for a certificate or a degree or attained their educational goal.	Student attainment of an industry-recognized credential, a certificate or a degree.
		Number of exiting CTE concentrators who 1) receive or were eligible to receive a degree, certificate, credential, diploma, or skill award, or who 2) transfer within one year of exiting to a qualifying postsecondary institution prior to receiving a degree, certificate, credential, diploma or skill award.
		(issues → timing of exit or entry/exit cohort of students).
Year	2005-06	2004-05*
Targets	56.79	55.27
Statewide Results	57.94	54.20
		56.53

* Used the following definition: Percent of vocational concentrators who have taken at least 2 years of coursework or 60 semester hours who have completed a certificate or a degree.

Indicator		Current Measurement Definitions			Proposed Definitions		
3P1 – Placement Concentrators	Percent of vocational concentrators who were program completers or graduated within the past 1 to 3 years who were followed up and placed in employment, advanced training, continued education or the military.	Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.					
		Number of CTE completers identified in the numerator of measure 2P1 who exited postsecondary education in the reporting year who were 1) identified as employed, or 2) enrolled in a qualifying postsecondary institution, or 3) enlisted in the military at any point in the 2 nd quarter following the fiscal year in which they exited postsecondary education (i.e., unduplicated placement status for FY07 exitors would be assessed between October 1, 2007 and December 31, 2007).					
3P2 – Retention Completers	Percent of students who graduated from postsecondary school and were placed and retained in advanced placement one year later.	Student retention in postsecondary education or transfer to a baccalaureate degree program.					
		Number of CTE completers who were 1) identified as either employed or enlisted in the military in the numerator of measure 3P1, and who were 2) identified as employed or enlisted in the military at any point in the 4 th quarter following the fiscal year in which they exited postsecondary education (i.e., unduplicated placement status for FY07 exitors would be assessed between April 1, 2008 and June 30, 2008).					
4P1 – Participation in non-traditional programs	Percent of students in under-represented gender groups who participated in a nontraditional program in the reporting year.	Number of students from underrepresented gender groups who enrolled in a CTE course identified as preparing individuals for employment in a nontraditional occupation or field of work.					
Year	2005-06	2004-05	2003-04				
Targets	14.87	12.58	11.58				
Statewide Results	21.13	21.13	18.13				

Indicator	Current Measurement Definitions			Proposed Definition
	4P2 – Completion of non-traditional programs	Percent of students in under-represented gender groups who completed a nontraditional program in the reporting year	Number of students from underrepresented gender groups who receive or were eligible to receive a degree, certificate, credential, diploma, or skill award in a CTE program or pathway identified by OVAF as preparing students for employment in an occupation identified as out-of-gender balance. (Include those who transfer within one year of exiting to a qualifying postsecondary institution prior to receiving a degree, certificate, credential, diploma or skill award as in 2P1)	
Year	2005-06	2004-05	2003-04	
Targets	19.84	15.25	14.25	
Statewide Results	14.22	20.04	15.19	

**WYOMING CAREER/VOCATIONAL EDUCATION
CONTENT AND PERFORMANCE STANDARDS**

WYOMING STATE BOARD OF EDUCATION

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Adopted July 7, 2003

ACKNOWLEDGMENT

The Wyoming State Board of Education would like to thank the Wyoming Department of Education, as well as educators, parents, students, business and industry representatives, community college representatives, and the University of Wyoming for all their help with the development of these standards.

Trent Blankenship, Ed.D., Superintendent of Public Instruction

**Annette Bohling, J.D., Deputy Superintendent of Educational Quality and Accountability
and Director of State Standards and Accountability**

Cheryl Schroeder, Ed.D., State Standards Coordinator

**Wyoming Department of Education
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WYOMING CAREER/VOCATIONAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

RATIONALE

Schools today must assist students in developing the necessary skills, intellectual abilities, and personal traits that help them to secure and maintain meaningful employment in the world of work. According to current labor projections, two-thirds of all jobs in the 21st century will be high skill, high technology in nature. The Wyoming Career/Vocational Education Standards Committee utilized the findings of the U.S. Department of Labor, Secretary's Commission on Achieving Necessary Skills (SCANS Report) and regional meetings to develop a framework for state standards.

Today's employers seek students who are able to access and use information from a variety of sources to assist them in making informed workplace decisions. A student must be able to acquire, evaluate, interpret, organize and maintain data, process and communicate workplace information, and utilize current technologies.

In order to be a productive member of society, students must be able to manage workplace resources. Students must demonstrate the interpersonal skills that play a major role in workplace success. An individual should have the ability to participate as a member of a team, teach others new skills, exercise leadership, negotiate, compromise, work with individual differences, and serve clients and customers. Students must be able to select technology, safely apply technology, maintain and troubleshoot equipment. The foundation for rewarding careers and productive employment is built through exploration and understanding of career choices.

Organization of Standards

Standards specify the essential learning that students must master. They provide a K-12 framework to assist school districts, schools, and communities in developing and strengthening curriculum rather than prescribing courses, materials, or instructional methodology. Teachers ensure that students achieve standards by using a range of instructional strategies that they select based on their students' needs. Content and performance standards are identified for grade spans K-4, 5-8, and 9-12 with benchmarks at grades four, eight, and eleven. Terms used in this document are defined below and in the glossary at the end.

Kindergarten through fourth grade teachers, parents, and students work toward the achievement of the fourth grade benchmarks. Fifth grade through eighth grade teachers, parents, and students work toward the achievement of the eighth grade benchmarks. Ninth grade through eleventh grade teachers, parents, and students work toward the achievement of the eleventh grade benchmarks. Success at each benchmark level requires the effort and commitment of all who prepare for that level.

Content Standards: These statements define what students are expected to know and be able to do by the time they graduate. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered.

Benchmarks: These statements specify what students are expect to know and be able to do at the end of each of the benchmark grade levels, in this document, grades 4, 8, and 11. These benchmarks specify the skills and content students must master along the way in order to master the content standard by the time they graduate.

Performance Standard Descriptors – These statements describe how well students must perform the benchmarks. The “proficient” level is required in order to demonstrate mastery of the standards. Descriptors help teachers judge where students are performing in relation to the benchmarks, and ultimately, the content standards. A general definition of each level is provided below.

Advanced: Students at the advanced performance level use their knowledge of career/vocational education to acquire, analyze, synthesize, apply, evaluate, integrate, and communicate transferable academic/workplace knowledge and skills to multiple situations in the workplace.

Proficient: Students at the proficient performance level use concepts and skills to acquire, analyze, apply, and communicate information and ideas to become a productive contributor in the workplace.

Basic: Students at the basic performance level have limited acquisition and comprehension of academic/workplace knowledge and skills that are necessary to become productive contributors in the workplace.

Below Basic: Students at the below basic level in career/vocational education require extensive support or provide little or no evidence in meeting the standard.

Action Snapshot – The Action Snapshot is provided as an example to show how a standard or benchmark might be implemented in the classroom. It may address performance tasks as well as performance assessments. Action Snapshots may also demonstrate how various standards may be integrated.

INTRODUCTION TO THE STANDARDS

The Wyoming Career/Vocational Education Content and Performance Standards represent a cooperative effort. In 2000-2001, representatives from each of the districts participated in regional groups along with community college, University, students, and business representatives. The process began with regional meetings where the participants compiled drafts using local district standards. The state committee, consisting of regional representatives, utilized the regional documents to draft the state standards. National standards and several states' standards were referenced to establish the rigor of the Wyoming Career/Vocational Education Content and Performance Standards. These documents are listed below:

- National Educational Technology Standards for Students, Connecting Curriculum and Technology, International Society for Technology in Education, 480 Charnelton Street, Eugene, OR 97401-2626.
- Standards for Technological Literacy, Content for the Study of Technology, International Technology Education Association, 1914 Association Drive, Suite 201, Reston, VA 20191-1539.
- What Work Requires of Schools, A SCANS Report for America 2000, U.S. Department of Labor, Secretary's Commission on Achieving Necessary Skills, 200 Constitution Avenue, N.W., Washington, D.C. 20210.
- Connecticut Comprehensive School Counseling Program-Connecticut School Counselor Association (CSCA), Connecticut Association for Counselor Education and Supervision (CACES), Connecticut State Department of Education (CSDE), 2000.
- Alaska, Career/Vocational Education Content Standards, <http://www.educ.state.ak.us>.
- Arizona, Arizona Academic Standards and Accountability, <http://www.ade.state.az.us>.
- Hawaii, Career and Life Skills, <http://www.k12.hi.us>.
- Michigan, Overview of Career and Employability Skills Content Standards, <http://www.mde.state.mi.us>.
- New Mexico, Career Readiness Content Standards, <http://www.sde.state.nm.us>.

In 2002-2003, writing committees were convened to review and revise these standards.

STANDARDS STRANDS

The standards have been organized into six major strands:

1. Resources
2. Interpersonal Skills
3. Information
4. Systems
5. Technology
6. Careers

A brief description is provided for each of these strands.

Resources: Effective workers know how to allocate time, money, materials, work space, and human resources in both personal and workplace settings.

Interpersonal Skills: Effective workers can work on teams, teach others, communicate, lead, and work with people from culturally diverse backgrounds.

Information: Effective workers are expected to identify, assimilate, and integrate information from diverse sources; they prepare, maintain, and interpret quantitative and qualitative records; they convert information from one form to another and are comfortable conveying information, orally and in writing, as the need arises.

Systems: Effective workers understand social, organizational, and technological systems. They understand how parts of systems are connected, anticipate consequences, monitor and correct performance, and design or improve systems.

Technology: Effective workers select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot workplace technologies.

Careers: Career development is the process through which an individual comes to understand his or her interests, knowledge, skills, and aspirations and begins to make informed career decisions. The process consists, at a minimum, of (1) career awareness, (2) career exploration, (3) career planning/decision-making, and (4) career preparation. Students develop through a continuum of career awareness, career exploration, and work exposure activities that help them discern their own career path.

Career/Vocational Performance Descriptors for the Body of Evidence at Grades 11, 8, and 4

Grade 11

Advanced: An advanced student evaluates and integrates transferable academic/workplace knowledge and skills in multiple situations as a productive contributor in the workplace.

Proficient: A proficient student acquires and applies academic/workplace knowledge and skills to become a productive contributor in the workplace.

Basic: A basic student has limited acquisition and comprehension of academic/workplace knowledge and skills that are necessary to become a productive contributor in the workplace.

Below Basic: A below basic student has not developed academic/workplace knowledge and skills that are necessary to become a productive contributor in the workplace.

Grade 8

Advanced: An advanced student explains, describes, and interprets academic/workplace knowledge and skills to become a productive contributor in the workplace.

Proficient: A proficient student acquires and applies the necessary academic/workplace knowledge and skills to become a productive contributor in the workplace.

Basic: A basic student demonstrates limited recognition of academic/workplace knowledge and skills to become a productive contributor in the workplace.

Below Basic: A below basic student does not recognize the necessary academic/workplace knowledge and skills.

Grade 4

Advanced: An advanced student evaluates and integrates concrete academic/workplace knowledge and skills for different careers.

Proficient: A proficient student identifies and applies concrete academic/workplace knowledge and skills for different careers.

Basic: A basic student has limited acquisition and comprehension of the academic/workplace knowledge and skills for different careers.

Below Basic: A below basic student has not developed the academic/workplace knowledge and skills necessary for different careers.

WYOMING CAREER/VOCATION CONTENT AND PERFORMANCE STANDARDS GRADE SPAN 9-12

CONTENT STANDARD	
1. RESOURCES	
BENCHMARK GRADE 11	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
<p>Students effectively manage time, money, materials, work space, and human resources.</p> <ol style="list-style-type: none"> 1. Students prepare and analyze personal or business financial information. 2. Students assess individual skills, evaluate, and adjust their performance accordingly. 3. Students prioritize and manage time, materials, work space, and resources to set and achieve goals. 	<p>ADVANCED PERFORMANCE <i>11th grade students at the advanced level work independently to prepare and analyze personal financial information. Students effectively manage workplace resources as established in the benchmarks. They are able to consistently and effectively adjust their performance to achieve goals.</i></p> <p>PROFICIENT PERFORMANCE <i>11th grade students at the proficient level prepare and analyze, with minimal guidance, personal financial information. They effectively manage workplace resources as established in the benchmarks. Students are usually able to adjust their performance to achieve goals.</i></p> <p>BASIC PERFORMANCE <i>11th grade students at the basic level require frequent assistance to prepare and analyze personal financial information. Students inconsistently manage workplace resources as established in the benchmarks. They are occasionally able to adjust their performance to achieve goals.</i></p>

	<p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>
<p>Snapshot In Action</p>  <p>Sample Ideas From The Writing Group</p> <ul style="list-style-type: none">• In a one-day seminar, students have the opportunity to review banking services and participate in a personal budget that includes all basic living expenses.• Students complete a personality profile (such as "True Colors") and apply information when working in teams.• Students individually prepare a financial management plan and analyze, defend, and utilize that plan.• In small groups, students prepare a web page based on individual skills.• Students develop a supervised agricultural experience project and keep records.	

CONTENT STANDARD	
<u>2. INTERPERSONAL SKILLS</u>	
STUDENTS ACQUIRE AND DEMONSTRATE INTERPERSONAL SKILLS NECESSARY TO BE SUCCESSFUL IN THE WORKPLACE.	
BENCHMARK GRADE 11	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
<ol style="list-style-type: none"> 1. Students work with individuals/groups of diverse abilities and backgrounds in a workplace setting. 2. Students communicate using a variety of methods in a workplace setting. 3. Students assume a leadership role in a group setting to accomplish group goals. 4. Students demonstrate and/or teach a learned skill. 	<p><u>ADVANCED PERFORMANCE</u></p> <p>11th grade students at the advanced level consistently and effectively demonstrate leadership attributes and positively interact with all team members. They act as mentors for other students. Students frequently share or teach skills with others. Students communicate effectively in all workplace settings.</p> <p><u>PROFICIENT PERFORMANCE</u></p> <p>11th grade students at the proficient level effectively demonstrate leadership attributes and positively interact with team members. They sometimes act as mentors for other students. Students share or teach skills with others. They demonstrate the ability to use interpersonal skills as needed to be successful in the workplace as established in the benchmarks.</p> <p><u>BASIC PERFORMANCE</u></p> <p>11th grade students at the basic level demonstrate limited ability to use interpersonal skills as needed to be successful in the workplace as established in the benchmarks. They rarely or ineffectively demonstrate leadership or mentoring skills. Students rarely teach skills or share with others.</p> <p><u>BELOW BASIC PERFORMANCE</u></p> <p>11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>

- Students participate in a career development event within a Career and Technical Student Organization.
- Students teach elementary students a skill.
- Employers train students in customer service skills.
- Students participate in role-playing situations dealing with a workplace situation.
- Students give a presentation in front of class.
- Students work in cooperative groups to achieve a goal.

Snapshot In Action

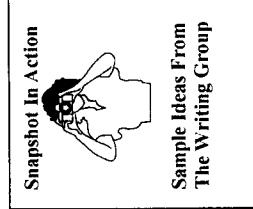


Sample Ideas From
The Writing Group

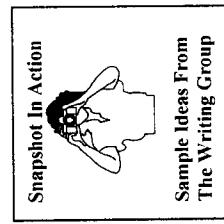
CONTENT STANDARD		PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
BENCHMARK GRADE 11	3. INFORMATION	
<p>Students acquire and use workplace information.</p> <ol style="list-style-type: none"> 1. Students acquire and evaluate workplace information. 2. Students organize and update workplace information. 3. Students interpret and communicate workplace information. 4. Students use technology to process workplace information. 	<p>BENCHMARK GRADE 11</p> <p>ADVANCED PERFORMANCE 11th grade students at the advanced level independently and accurately acquire and consistently and effectively use the information skills listed in the benchmarks.</p> <p>PROFICIENT PERFORMANCE 11th grade students at the proficient level accurately acquire and use the information skills listed in the benchmarks.</p> <p>BASIC PERFORMANCE 11th grade students at the basic level acquire and use, with consistent guidance, the information skills listed in the benchmarks.</p> <p>BELOW BASIC PERFORMANCE 11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>	<p>Snapshot In Action</p>  <ul style="list-style-type: none"> • Students access and utilize information found on the Internet. • Students research and prepare a workplace presentation. • Students organize and interpret information for a spreadsheet. • Students gather source documents, analyze, and record in appropriate journals. • Students prepare a newsletter. • Students acquire, organize, and evaluate information to complete a project. <p>Sample Ideas From The Writing Group</p>

CONTENT STANDARD		PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
BENCHMARK	GRADE 11	
		<u>ADVANCED PERFORMANCE</u>
1. Students evaluate the quality and performance of a variety of systems.		11 th grade students at the advanced level demonstrate an in-depth and extensive knowledge of how social, organizational, and technological systems work. Students consistently develop new or alternative ideas for systems to improve performance.
2. Students suggest modifications to existing systems and develop new or alternative ideas for systems to improve performance.		<u>PROFICIENT PERFORMANCE</u> 11 th grade students at the proficient level effectively evaluate and analyze how social, organizational, and technological systems function in the workplace. Students provide ideas to modify existing systems to improve performance.
		<u>BASIC PERFORMANCE</u> 11 th grade students at the basic level show a limited understanding of how social, organizational, and technological systems work. Students seldom offer ideas for modifications to existing systems to improve performance.
		<u>BELOW BASIC PERFORMANCE</u> 11 th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

- Students use an electronic analyzer to diagnose a problem in a fuel system.
- Students set up and manage a local computer network.
- Students complete various steps of an accounting cycle electronically.
- Students participate in a "Real Game" activity.
- Students take part in a food service work experience.
- Students produce the annual yearbook.
- Students participate in "Student Court."
- Students elect class officers and hold meetings using proper parliamentary procedure.



CONTENT STANDARD	
5. TECHNOLOGY	
Students demonstrate the ability to use a variety of workplace technologies.	
BENCHMARK GRADE 11	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
<p>1. Students choose and utilize procedures, tools, or equipment, including computers and related technologies.</p> <p>2. Students demonstrate proper procedure for set-up, operation, and routine maintenance of workplace equipment.</p> <p>3. Students use workplace equipment to solve problems.</p> <p>4. Students apply safe and ethical practices when using workplace technologies.</p>	<p>ADVANCED PERFORMANCE 11th grade students at the advanced level independently and consistently demonstrate the safe and ethical use, as well as routine maintenance, of appropriate workplace technologies, as related to the benchmarks.</p> <p>PROFICIENT PERFORMANCE 11th grade students at the proficient level consistently, with limited assistance, demonstrate the safe and ethical use, as well as routine maintenance, of appropriate workplace technologies, as related to the benchmarks.</p> <p>BASIC PERFORMANCE 11th grade students at the basic level require frequent assistance to demonstrate the safe and ethical use of appropriate workplace technologies, as related to the benchmarks.</p> <p>BELOW BASIC PERFORMANCE 11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>

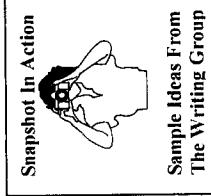


- Students operate a Computer Numerical Control milling machine.
- Students use technology to produce a product in a simulated business.
- Students produce a variety of welds using appropriate welding processes.
- Students use a digital camera to complete a presentation with a projector.
- Students follow legislation on ethical Internet practice.
- Students practice safe workplace ethics.

CONTENT STANDARD	
BENCHMARK GRADE 11	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
<p>6. CAREERS</p> <p>Students develop skills in career planning and workplace readiness.</p>	<p>ADVANCED PERFORMANCE</p> <p>11th grade students at the advanced level independently and consistently apply skills in career planning and workplace readiness to make educational and career decisions.</p> <p>PROFICIENT PERFORMANCE</p> <p>11th grade students at the proficient level, with minimal guidance, demonstrate skills in career planning and workplace readiness as established in the benchmarks.</p> <p>BASIC PERFORMANCE</p> <p>11th grade students at the basic level require frequent assistance, and seldom exhibit the skills needed in career planning and workplace readiness as established in the benchmarks.</p> <p>BELOW BASIC PERFORMANCE</p> <p>11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>
<p>Snapshot In Action</p> 	<ul style="list-style-type: none"> • Students set up a school-based enterprise. • Students complete a résumé and job application and scan current publications for labor market information. • Students attend local job fair and/or career fair. • Students select a tentative career pathway. • Students complete an interest assessment and analyze results. • Students participate in field trips. <p>Sample Ideas From The Writing Group</p>

GRADE SPAN 5-8

CONTENT STANDARD	
1. RESOURCES	
BENCHMARK GRADE 8	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8
<p>Students effectively manage time, money, materials, work space, and human resources.</p> <ol style="list-style-type: none"> 1. Students plan tasks using specific timelines that take into account constraints, priorities, and goals. 2. Students demonstrate an understanding of financial information. 3. Students acquire, store, organize, and use materials and work space. 4. Students acknowledge and utilize individual skills and abilities. 	<p>ADVANCED PERFORMANCE 8th grade students at the advanced level independently develop, follow, and revise workplace resources as established in the benchmarks.</p> <p>PROFICIENT PERFORMANCE 8th grade students at the proficient level develop, follow, and revise workplace resources with minimal guidance as established in the benchmarks.</p> <p>BASIC PERFORMANCE 8th grade students at the basic level develop, follow, and revise workplace resources with frequent assistance as established in the benchmarks.</p> <p>BELOW BASIC PERFORMANCE 8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p> <ul style="list-style-type: none"> ▪ Students use a planner to record assignments and activities. ▪ Students calculate the cost of materials for a project. ▪ Students plan a project from start to finish.



CONTENT STANDARD	
2. INTERPERSONAL SKILLS	
Students acquire and demonstrate interpersonal skills necessary to be successful in the workplace.	
BENCHMARK GRADE 8	PERFORMANCE STANDARDS LEVEL DESCRIPTORS
GRADE 8	
<p>1. Students develop skills to work effectively with diverse individuals/groups.</p> <p>2. Students communicate using a variety of methods in the workplace setting.</p> <p>3. Students participate as a member of a team to accomplish group goals.</p> <p>4. Students share a learned skill.</p>	<p>ADVANCED PERFORMANCE ^{8th grade students at the advanced level effectively and consistently demonstrate the ability to use interpersonal skills as needed to be successful in the workplace as established in the benchmarks. They demonstrate leadership attributes and positively interact with team members. Students frequently share skills with others. They communicate effectively in all workplace settings.}</p> <p>PROFICIENT PERFORMANCE ^{8th grade students at the proficient level positively interact with all team members to accomplish group goals. Students communicate effectively in most workplace settings. They occasionally share skills with others.}</p> <p>BASIC PERFORMANCE ^{8th grade students at the basic level seldom or inappropriately contribute to group activities. Students show little interest in group goals. They seldom share skills with others. Students rarely communicate effectively in workplace settings.}</p> <p>BELOW BASIC PERFORMANCE ^{8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.}</p>

- Students teach the safe use of tools.
- Students prepare a recipe with all group members performing a designated job.



Snapshot In Action

Sample Ideas From
The Writing Group

CONTENT STANDARD		BENCHMARK GRADE 8	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8
3. INFORMATION			
	Students acquire and use workplace information.		
1.	Students locate and use various sources of workplace information.		ADVANCED PERFORMANCE 8th grade students at the advanced level consistently and accurately locate independently, and effectively use, organize, and communicate workplace information in various formats.
2.	Students organize workplace information.		PROFICIENT PERFORMANCE 8th grade students at the proficient level accurately locate, use, organize, and communicate with minimal guidance workplace information in various formats.
3.	Students communicate workplace information in various formats.		BASIC PERFORMANCE 8th grade students at the basic level, with frequent assistance, locate, use, organize, and communicate workplace information in various formats.
			BELOW BASIC PERFORMANCE 8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.
		Students research via the Internet to access and download information. • Students research workplace information in the library. • Students keep a classroom notebook or log. • Students give an oral presentation on a required subject. • Students explore ways to find information such as "where can I look to find a recipe from France?" • Students will file by alphabetizing, subject, dates, topics, and classifications.	Sample Ideas From The Writing Group

CONTENT STANDARD	
4. SYSTEMS	
Students demonstrate an understanding of how social, organizational, and technological systems work.	
BENCHMARK GRADE 8	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8
<p>1. Students explain how systems operate and impact students' lives.</p> <p>2. Students identify technical systems and explain how they are used in the workplace.</p>	<p><u>ADVANCED PERFORMANCE</u> 8th grade students at the advanced level evaluate and provide ideas to improve systems that impact their lives. Students develop ideas to modify technical systems to improve their use in the workplace.</p> <p><u>PROFICIENT PERFORMANCE</u> 8th grade students at the proficient level accurately explain how systems operate and impact their lives. They accurately identify technical systems and can explain how they are used in the workplace.</p> <p><u>BASIC PERFORMANCE</u> 8th grade students at the basic level can explain, with assistance, how general and technical systems operate.</p> <p><u>BELOW BASIC PERFORMANCE</u> 8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>



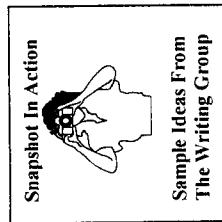
Snapshot In Action

- Students develop an organizational flow chart.
- Students analyze how the city government works.
- Students understand welding systems and their function and use them in the classroom.

Sample Ideas From
The Writing Group

CONTENT STANDARD 5. TECHNOLOGY		Students demonstrate the ability to use a variety of workplace technologies.	PERFORMANCE STANDARDS LEVEL DESCRIPTORS
BENCHMARK GRADE 8	GRADE 8		ADVANCED PERFORMANCE
		<p>1. Students demonstrate technical knowledge and skills using appropriate technologies.</p> <p>2. Students apply safe and ethical practices in the workplace.</p>	<p>8th grade students at the advanced level independently and consistently demonstrate a high level of technical knowledge and skills using appropriate tools. Students consistently apply safe and ethical practices in the workplace.</p> <p>PROFICIENT PERFORMANCE</p> <p>8th grade students at the proficient level regularly demonstrate a basic level of technical knowledge and skills using appropriate tools. Students consistently apply safe and ethical practices in the workplace.</p> <p>BASIC PERFORMANCE</p> <p>8th grade students at the basic level demonstrate limited technical knowledge and skills using the appropriate tools. Students need supervision to apply safe and ethical practices in the workplace.</p> <p>BELOW BASIC PERFORMANCE</p> <p>8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>
 Snapshot In Action <ul style="list-style-type: none"> • Students follow safety rules set for specific equipment. • Students use appropriate measuring cups when measuring liquid or dry ingredients. 			<p>Sample Ideas From The Writing Group</p>

CONTENT STANDARD	
<u>6. CAREERS</u>	
BENCHMARK GRADE 8	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8
<p>1. Students explore careers.</p> <p>2. Students identify careers that align with individual strengths, interests, and coursework.</p> <p>3. Students describe employability skills.</p>	<p><u>ADVANCED PERFORMANCE</u></p> <p>8th grade students at the advanced level explore several careers in depth. They identify careers and independently align strengths and interests. Students describe, assess, and improve personal levels of employability skills.</p> <p><u>PROFICIENT PERFORMANCE</u></p> <p>8th grade students at the proficient level explore and identify several careers that align with individual strengths and interests. Students can accurately describe employability skills.</p> <p><u>BASIC PERFORMANCE</u></p> <p>8th grade students at the basic level explore and identify, with assistance, a limited number of careers that align with individual strengths and interests. With assistance, students can describe employability skills.</p> <p><u>BELOW BASIC PERFORMANCE</u></p> <p>8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>



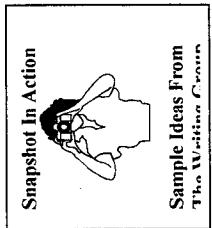
- Students use “Choices” software program.
- Students bring in guest speakers to explain workplace skills.
- Students take a field trip to observe occupations

Sample Ideas From
The Writing Group

GRADE SPAN K-4

CONTENT STANDARD	
1. <u>RESOURCES</u>	
Students effectively manage time, money, materials, work space, and human resources.	
BENCHMARK GRADE 4	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4
<ol style="list-style-type: none"> 1. Students complete tasks within an allotted time. 2. Students are familiar with basic monetary skills. 3. Students acquire, store, organize, and use materials and space. 4. Students seek or provide help when appropriate (staff, students, parents, etc.). 	<p><u>ADVANCED PERFORMANCE</u> 4^{th} grade students at the advanced level consistently complete tasks on time, accurately demonstrate basic monetary skills, efficiently manage materials and space, and seek or provide help independently.</p> <p><u>PROFICIENT PERFORMANCE</u> 4^{th} grade students at the proficient level regularly complete tasks on time, demonstrate basic monetary skills, manage materials and space, and seek or provide help with limited guidance.</p> <p><u>BASIC PERFORMANCE</u> 4^{th} grade students at the basic level sometimes complete tasks on time, demonstrate limited basic monetary skills, manage materials and space with regular guidance, and rarely seek or provide help when necessary.</p> <p><u>BELOW BASIC PERFORMANCE</u> 4^{th} grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>

- Students count change in a simulated effort.
- Class identifies a group project, define individual roles, and carry out tasks with identified resources (class store or fundraiser).



CONTENT STANDARD	
2. INTERPERSONAL SKILLS	
BENCHMARK	PERFORMANCE STANDARDS
GRADE 4	LEVEL DESCRIPTORS GRADE 4
<ol style="list-style-type: none"> Students identify and practice compromise and conflict resolution skills. Students share skills with others. Students identify and actively participate in group roles and responsibilities. Students recognize diversity in others. 	<p><u>ADVANCED PERFORMANCE</u></p> <p>4th grade students at the advanced level are able to identify and practice compromise and conflict resolution skills to find solutions to solve problems independently. They voluntarily share skills with others. Students are able to identify and effectively adapt to any group role and responsibility, and consistently accept diversity.</p> <p><u>PROFICIENT PERFORMANCE</u></p> <p>4th grade students at the proficient level are able to identify and practice compromise and conflict resolution skills during a structured setting. They share skills with others through an assigned task. Students are able to identify and participate in group roles and responsibilities. They usually recognize diversity in others.</p> <p><u>BASIC PERFORMANCE</u></p> <p>4th grade students at the basic level are able to identify and practice some compromise and conflict resolution skills during a structured setting with coaching. They rarely share skills with others, and have difficulty participating and understanding some group roles and responsibilities. Students have difficulty recognizing diversity in others.</p>

<u>BASIC PERFORMANCE</u>	<u>BELOW BASIC PERFORMANCE</u>
	<p>4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p> <p>Ideas include:</p> <ul style="list-style-type: none">• Language arts and literature circles.• Counseling activities; students will role-play simulations (e.g., interact).• Conflict resolution simulation.• Highlight an awareness of ethnic diversity (e.g. guest speaker, field trip, and simulated activity).• Recognize holidays around the world (e.g. Cinco de Mayo, Chinese New Year).• Reading buddies, heterogeneous grouping.• Inclusion of special needs students.• Through literature, children will discover different skills, talents and abilities, culture in people.



Sample Ideas From
The Writing Group

CONTENT STANDARD		PERFORMANCE STANDARDS LEVEL DESCRIPTORS
BENCHMARK GRADE 4	GRADE 4	
3. INFORMATION	Students acquire and use workplace information.	
		ADVANCED PERFORMANCE
	1. Students identify a variety of sources that provide workplace information.	4 th grade students at the advanced level independently, consistently, and accurately identify a variety of sources that provide workplace information. They organize information using systematic methods, and use a variety of methods to complete a task.
	2. Students organize information using systematic methods (e.g. assignment book, alphabetizing, calendar, and database).	
	3. Students use a variety of methods to complete a task (e.g. oral, written, graphic, pictorial, and multimedia).	
		PROFICIENT PERFORMANCE
		4 th grade students at the proficient level effectively identify, with some guidance, a variety of sources that provide workplace information. They organize information using systematic methods, and use a variety of methods to complete a task.
		BASIC PERFORMANCE
		4 th grade students at the basic level demonstrate limited ability and require much assistance to identify a variety of sources that provide workplace information. They demonstrate limited ability to organize information using systematic methods. Students require significant assistance to use a variety of methods to complete a task.
		BELOW BASIC PERFORMANCE
		4 th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

- Students organize information through assignment book, alphabetizing, calendar, database, etc.
- Before beginning a class project, students web and brainstorm possible sources of information to collect for a specific project.
- Students will organize information through their assignment book, alphabetizing, a calendar, database, etc.
- Students use a variety of methods to complete a task (oral, written, graphic, pictorial, and multimedia).



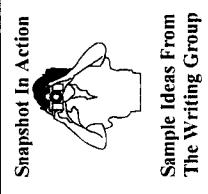
CONTENT STANDARD	
4. SYSTEMS	
BENCHMARK GRADE 4	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4
<p>1. Students identify components of family, community, and school systems in everyday life.</p> <p>2. Students explain the need for rules within organizational systems.</p>	<p><u>ADVANCED PERFORMANCE</u></p> <p>4th grade students at the advanced level correctly identify components and define the roles of family, community, and school systems in everyday life. Students thoroughly explain the need for rules within organizational systems and how they apply to the student's life.</p> <p><u>PROFICIENT PERFORMANCE</u></p> <p>4th grade students at the proficient level correctly identify components of family, community, and school systems in everyday life. Students adequately explain the need for rules within organizational systems.</p> <p><u>BASIC PERFORMANCE</u></p> <p>4th grade students at the basic level identify components of family, community, and school systems in everyday life with assistance. Students exhibit a limited understanding of the need for rules within organizational systems.</p> <p><u>BELOW BASIC PERFORMANCE</u></p> <p>4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>

- Students will have discussions about the people who work in the school and the jobs they do.
- Students will take field trips within the community.
- Students establish classroom rules.



Sample Ideas From
The Writing Group

CONTENT STANDARD 5. TECHNOLOGY		BENCHMARK GRADE 4	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4
Students demonstrate the ability to use a variety of workplace technologies.			
			ADVANCED PERFORMANCE
			4 th grade students at the advanced level consistently identify a wide variety of technologies used in the workplace. Students correctly identify and consistently demonstrate responsible use and care of technology.
			PROFICIENT PERFORMANCE
			4 th grade students at the proficient level easily identify many technologies used in the workplace. Students consistently practice responsible use and care of technology.
			BASIC PERFORMANCE
			4 th grade students at the basic level identify a limited number of technologies used in the workplace. Students inconsistently practice responsible use and care of some technologies.
			BELOW BASIC PERFORMANCE
			4 th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.



Sample Ideas From
The Writing Group

CONTENT STANDARD	
BENCHMARK GRADE 4	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4
<p>6. CAREERS</p> <p>Students develop skills in career planning and workplace.</p> <ul style="list-style-type: none"> 1. Students identify various occupations. 2. Students describe how current learning relates to career options. 3. Students describe how work relates to meeting needs for goods, clothing, shelter, and other necessities for living. 4. Students identify behaviors that contribute to the successful completion of workplace tasks. 	<p>ADVANCED PERFORMANCE</p> <p>4th grade students at the advanced level correctly identify various occupations and how they contribute to society. They correctly give a variety of examples of how learning relates to career options and make connections to their own interests. Students describe in detail the relationship between work and meeting needs for goods, clothing, shelter, and other behaviors that contribute to the successful completion of workplace tasks.</p> <p>PROFICIENT PERFORMANCE</p> <p>4th grade students at the proficient level correctly identify various occupations. They correctly give examples of how learning relates to career options. Students adequately describe the relationship between work and meeting needs for goods, clothing, shelter, and other necessities for living. They identify behaviors that contribute to the successful completion of workplace tasks.</p>

	<p>BASIC PERFORMANCE</p> <p>4th grade students at the basic level correctly identify a few occupations. They give a limited number of examples of how learning relates to career options. Students demonstrate a limited understanding of the relationship between work and meeting needs for goods, clothing, shelter, and other necessities for living. They identify limited behaviors that contribute to the successful completion of workplace tasks.</p> <p>BELOW BASIC PERFORMANCE</p> <p>4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>
	<p>Students will have guest speakers.</p> <ul style="list-style-type: none">• Parents share jobs and hobbies and explain the education it took to get the job or do the hobby.• Given a random amount of money, students will simulate shopping through various catalogs.• Using learning logs, students will journal about how current learning relates to career options.• Students cooperate by learning t-charts that highlight appropriate classroom behavior to complete tasks.• Students brainstorm a list of behaviors for a successful completion of tasks (e.g. attendance, staying on schedule, honesty, punctuality, cooperation, productivity). <p>Snapshot In Action</p>  <p>Sample Ideas From The Writing Group</p>

GLOSSARY

Wyoming Career/Vocational Education Content and Performance Standards

The glossary is intended to clarify selected terms and phrases used in the content, benchmark and performance standards which may not be familiar to all readers. Please consult appropriate reference materials for further clarification and definitions of other terms with which you are unfamiliar.

Career plan: An educational planning document for student use that outlines a coherent sequence of secondary courses and experiences that will prepare a student for his/her post-secondary goals.

Diversity: the multiple experiences brought forth by people from a variety of cultures, environments, and races.

Employability Skills: The proficiencies or abilities required for specific jobs.

Ethical: Conforming to an established set of principles or accepted professional and/or personal standards of conduct.

Human Resources: Attributes that individuals bring that include knowledge, attitudes, and skills.

Integration: The process of bringing all parts together as a whole.

Interpersonal Skills: The skills and abilities necessary to work well with others.

Leadership: Interpersonal influence directed toward attaining goals and is achieved through communication.

Maintenance: The work needed to keep something in proper condition; upkeep.

Management: The act of controlling processes and ensuring that they operate efficiently and effectively; also used to direct the design, development, production, and marketing of a product or system.

Mentor: A wise and trusted supervisor, peer, or teacher.

Mentorship: The process of someone assisting another and guiding them in order to develop a thorough understanding.

Monetary Skills: Counting money, providing accurate change, and understanding the value of money and savings.

Personal Financial Information: Any monetary information that shows relevance to personal or professional interests.

Productive: The ability to accomplish a given task as defined by a set of criteria.

Systems: An organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the operation of the whole. Examples: family, government, ecosystems, financial, computer, organizational, body, classroom, judicial, electrical, heating, automotive, or plumbing.

Technology: Human innovation in action; the means by which humans meet their needs and wants, solve problems, and extend their capabilities.

Troubleshoot: To locate and find the cause of problems.

Workplace Readiness: The attributes and skills necessary to enter paid or unpaid employment.

Workplace Resources: The management of devices, tools, and technology to accomplish the tasks needed in the classroom or workplace.

Workplace: The setting where productive activity takes place including school, community, home, and job.

Work Space: The space in which they are performing their work (i.e., school).

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